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ABSTRACT

Information derived from a longitudinal follow-up survey of students in career/technical programs in British Columbia's (BC) community colleges and institutes is provided in this report. Introductory material provides a background on the post-secondary educational system in BC and highlights study objectives, including monitoring the number of students who complete, withdraw from, or discontinue their studies; identifying reasons for non-completion; collecting student opinions on career/technical programs; and determining student educational outcomes. Chapter 2 outlines the study methodology. Chapter 3 discusses population characteristics by institution and discipline cluster. Chapter 4 presents observations from the follow-up survey within the categories of reasons for attending, employment background, discontinuance, current activity, finding employment, type of employment, assessment of post-secondary experience, future educational plans, and student comments. Chapter 5 provides observations from the study linked to returns from a survey of students entering career/technical programs. Finally, chapter 6 presents a summary of findings and implications. Appendices include detailed survey results, correspondence, cover letters used in the follow-up study, and survey instruments. (HB)

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A LONGITUDINAL FOLLOW-UP SURVEY OF STUDENTS FROM CAREER/TECHNICAL PROGRAMS IN BRITISH COLUMBIA COMMUNITY COLLEGES AND INSTITUTES

Technical Report

Prepared for:

Program Services Division
Post-Secondary Department
Ministry of Education
Victoria, B.C.

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22. Occupatonal Category	T59/p.123	x Q18(T67/p.136), x B.C. Labour Force (T60/p.125), x P25(T92/p.184), x P26(T96/p.189),

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28. Location of Future Education	T71/p.146	x INST(T72/p.147)
29. Sex	T7/p.31	x P4(T73/p.157)
30. Age	T7/p.31	x P5(T74/p.158)
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Institution	-	x PINST(T76/p.160) Appendix Report #1
Discipline Cluster (PDC)	-	Appendix Report #2
Total Population	T3/p.26	x INST(T1/p.13), x PDC(T2/p.14)
Target Population	T3/p.26	x INST(T1/p.13), x PDC(T2/p.14)
Mail-Out Sample	-	x INST(T1/p.13), x PDC(T2/p.14)
Return Rates	-	x INST(T4/p.27), x PDC(T5/p.29)
Statistical Rates	-	x INST(T6/p.30)
Respondent Population	T7/p.31	x INST(T7/p.31), x PDC(T8/p.34 and T9/p.35)

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* Members of the Steering Committee

CHAPTER I

INTRODUCTION

1.0 BACKGROUND

The post-secondary educational system of British Columbia includes a network of 15 community colleges and six provincial institutes as well as three public universities. The community colleges offer a comprehensive curriculum, which includes academic courses, career/technical programs, vocational programs, upgrading and adult basic education, and continuing education. The provincial institutes are more specialized in curricular design, offering technical and technological courses and programs which are essentially employment oriented.

As of October, 1981, a total of 64,863[1] students were reported enrolled within the college and institute system in British Columbia. Of these, some 28,408 students were enrolled in career/technical programs or courses. This represented 44% of the total non-university, post-secondary population.

Formal studies of students in the career/technical programs have been minimal in B.C. As these programs represent such a large proportion of the total enrolments of the colleges and institutes, it is appropriate that research be focused upon these students. Such research should provide data which includes an insight into the extent of student demand for courses; the characteristics of the students who enrol in these programs; the student flows through the educational system; and the degree of student satisfaction and job placement following completion of their studies.

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[1] Management Services Division, B.C. Post Secondary Enrolment Statistics 1982/83. Ministry of Education, Province of British Columbia, Victoria, B.C., May 1983, *Table 11.*

The Longitudinal Follow-Up Survey described in this report is one component from a major, province-wide Study of Career/Technical Students which was initiated in June, 1980 (see Appendix B-2). The overall project has been funded jointly by the Academic Council of British Columbia and the B.C. Ministry of Education.

Planning for the overall Study of Career/Technical Students began with a one-day workshop held in June, 1980 to which representatives from all the colleges and institutions were invited. The need for a province-wide study of career/technical students was agreed upon by all representatives. Following the workshop, a small Steering Committee was convened to further advance the study planning. Recommendations from this committee provided the overall structure of the study, including the requirement that it be longitudinal in design and that it extend over several years. Individual study components were identified and general objectives specified for each component. This particular report presents the results of a Longitudinal Follow-Up Survey of students from career/technical programs[2].

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[2] Three other components of the overall Study of Career/Technical Students have been completed to date. These are a "Cross-Sectional Follow-up Survey" of students from career/technical programs, an "Entry Profile Survey" of students entering these programs, and a "Survey of Student Applications for Enrolment" in these programs. For further details on these other study components, see:

a) Jones, G., Forrester, G.C., and Dennison, J.D. A Follow-Up Study of Career/Technical Students: Technical Report, Vancouver, British Columbia: B.C. Research, August, 1981;
b) Forrester, G.C., Jones, G. and Dennison, J.D. A Profile Study of Students Entering Career/Technical Programs in the British Columbia Community Colleges and Institutes: Technical Report, Vancouver, British Columbia: B.C. Research, February, 1982;
c) Forrester, G.C., Jones, G. and Dennison, J.D. A Study of Student Applications for Enrolment in Career/Technical Programs Throughout British Columbia, Vancouver, British Columbia: B.C. Research, November, 1982.

The Longitudinal Follow-Up Survey addresses an important phase in research efforts concerning career/technical programs and the students enrolled in these programs - the linking of follow-up information on students after they have left their educational studies, with entry information from the same students, obtained as they initially entered their programs. It is intended that this report will form an essential component of the broad data source which is needed as a basis for future planning in the college and institute system.

2.0 STUDY OBJECTIVES

The overall goal of the Longitudinal Follow-Up Survey outlined in this report is to collect fundamental, student-based information which will be helpful to both provincial and institutional planning of career/technical programs. Specifically, this includes the following four objectives:

1) to monitor the number of students who complete, withdraw or discontinue studies;

2) to identify the reasons for non-completion of a career/technical program, relating these to the stated original objectives through linkage of follow-up results with results from earlier phases of the overall project;

3) to collect opinions and measures relating to the effectiveness and value of the career/technical programs as perceived by the student;

4) to determine students' experiences in finding employment after graduation or discontinuation of studies, including employment status, types of employment, and the relationship between program followed and employment taken.

While the longitudinal follow-up component of the overall Study of Career/Technical Students is intended to extend over several years, this first report focuses on students from the September 1981 entry cohort who completed their program by May 1982, discontinued their studies during 1981/82, or simply did not re-enrol in September 1982.

The results reported here make available, for the first time, evaluative information concerning career/technical programs in British Columbia in which exit survey data are linked on an individual student basis with entry survey data. This longitudinal follow-up survey provides information on program completion rates; reasons for discontinuation of studies; job placement rates; changes in students' goals; future educational intentions; and level of satisfaction. These are related to the students' background characteristics and stated intentions prior to enrolment in career/technical programs.

3.0 OVERVIEW

The general methodology used for the Longitudinal Follow-Up Survey is explained in detail in Chapter II of this report. The study involved students who had been enrolled in a career/technical course or program in one of the province's community colleges or provincial institutes as of September, 1981. The study included 17[3] of 19[4] institutions offering career/technical education in British Columbia.

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[3] The two institutions which did not participate were the College of New Caledonia and the Justice Institute of British Columbia. New Caledonia could not assemble the required student record data in time for the survey. In the case of the Justice Institute, the pre-employment status of the follow-up questionnaire used in the survey did not appear appropriate for the programs offered at this institution.

[4] There are two public institutions in the province which are not included in this count of 19. They are the Pacific Vocational Institute and the Pacific Marine Training Institute. These were excluded because they offer vocational training rather than career/technical programs.

While there is no overall agreement as to the definition of a career/technical program, there appears to be a general consensus as to what constitutes such a program. This consensus is the same as that used for a definition of career/technical programs in other components of the overall Study of Career/Technical Students. Career/technical programs prepare the student for work of a technical or para-professional nature. The programs are typically of one or two years duration and frequently contain an academic component in addition to skill training. In contrast, vocational programs are normally less than one year in duration and may be as short as a few weeks.

The population considered in this study included all students, part-time as well as full-time, who were enrolled in career/technical courses at a college or institute in September 1981. The September, 1982 enrolment status of the student population was established by examining the enrolment files of the colleges and institutes. This procedure identified the "target population" for the survey, which consisted of all former September, 1981 career/technical students who were no longer enrolled within the college and institute system as of September, 1982.

Using a combination of total and stratified, systematic sampling, a cohort of students from this target population was selected for contact. This contact involved the mailing of an "Information Sheet" (see Appendix D1) designed to address the objectives of the survey. An analysis of the responses from returned Information Sheets provided the data which are presented in Chapters IV and V. An examination of possible non-response bias is undertaken in Chapter III. The last section of the report (Chapter VI) presents a summary of the findings and general conclusions.

CHAPTER II

METHODOLOGY

1.0 DATA SUBMISSION FROM INSTITUTIONS

In January, 1983, a formal request was made to each college and provincial institute that offers career/technical programs, for specific student data (see Appendices B3 and B4). Two sets of data were requested; the first for all career/technical students, both part-time and full-time, enrolled as of September, 1981; and the second, for all students, both part-time and full-time, enrolled in September, 1982 on any program (academic, career/technical, or vocational).

Programs and courses qualifying as career/technical included all programs labelled as career/technical using the Post-Secondary Discipline Classification (PDC) coding scheme[1], so long as they were provincially funded. Programs could be funded either under the Academic Council or the Occupational Training Council. As in the earlier components of the overall Study of Career/Technical Students, programs staged for business or industry on a full cost-recovery basis were not to be included. Finally, if an institution considered the course or program as career/technical, even though it was not labelled as such under the PDC system, this course could be included as well.

The data required from each institution were as follows:

- semester or session concerned;
- institution code;
- student registration or sequence number;

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[1] Ministry of Education, Post-Secondary Discipline Classification Manual, Victoria B.C: Province of British Columbia, January, 1980.

- full name (surname, first name, middle name or initial);
- sex or title (i.e. Miss, Mr., etc.)
- date of birth (year, month, day);
- social insurance number (optional);
- mailing address (street, city, postal code);
- telephone number;
- alternate mailing address;
- alternate telephone number;
- department (academic, career/technical or vocational);
- program or course code;
- graduation or withdrawal code.

The College of New Caledonia was unable to supply these data in time for the survey and therefore did not participate in this study phase. In addition, the Justice Institute decided to not participate since the pre-employment focus of many of the questions on the follow-up questionnaire did not appear appropriate for the programs offered at this institution, which are generally post-employment.

Vancouver Community College (VCC) was handled by different procedures than those described above. This college already had its own internal program evaluation system, a system which would include a follow-up survey of the same career/technical students from VCC to be used in the provincial study. Thus, it was desirable to avoid a double survey of the same students. VCC worked closely with the provincial study research team in the development of their follow-up instrument during the earlier Cross-Sectional Follow-Up Survey undertaken by B.C. Research. As a result, many of the questions on the VCC instrument were identical to or similar in nature to those on the Information Sheet used in the provincial Longitudinal Follow-Up Survey. Thus, VCC surveyed their own students and supplied the survey responses to the research team. The data submission of student names, addresses, etc. was not required.

2.0 TARGET POPULATION FOR FOLLOW-UP

The target population for the Longitudinal Follow-Up Survey was defined as being those career/technical students who were enrolled as of September, 1981 and who were no longer enrolled as of September, 1982 at their original institution on any program (academic, vocational, or career/technical) nor at any of the other provincial institutions in the province.

A computerized cross-matching process was used for matching student records from the 1981 data file with those from the 1982 file in order to determine the desired target population. Name and birth date were the principal elements on which this cross-matching of records was done. The matching procedure was as follows. For each of the 1981 and 1982 files, the student records from all the institutions were merged and sorted by birth date and surname. Each student record in the 1981 file was then compared against each of the student records in the 1982 file. The matching program could arrive at one of three decisions regarding the comparisons:

1) records do not match - surnames and/or birth dates differ;

2) records do match - all data elements identifying the individual match fully;

3) records have a possible match - some elements match fully but for other elements, the match is uncertain (e.g. BROWN, CHARLES may be the same as BROWN, C.).

The third group of possible matches was reviewed by the analyst to arrive at final decisions on these, assigning each case to either group 1 or group 2. Approximately 6% of the matches fell into the third category.

It was this first "no match" group that formed the target population. This was composed of all career/technical students who had been enrolled as of September, 1981 but were not enrolled one year later in any program at the same institution nor at any of the other institutions.

3.0 PROVINCIAL PROGRAM GROUPINGS

The individual career/technical programs offered at each of the institutions were categorized using the Post-Secondary Discipline Classification (PDC) coding scheme referred to earlier. Programs at the B.C. Institute of Technology (BCIT) were further categorized as either day programs or night programs, while all other college and institute programs were categorized as either one-year or two-year's duration. This is the same procedure as was followed in the earlier phases of the overall Study of Career/Technical Students. A complete list of the career/technical programs and their assigned PDC codes and provincial program groups is provided in Appendix A2.

Under the PDC coding system, the first two digits of the PDC code are referred to as the discipline cluster. For example, all programs assigned a PDC code with the first two digits of 31 are grouped under the discipline cluster of 3100 Business Administration. For the provincial reporting purposes, tabulations of responses from the Information Sheet were broken down by discipline cluster. Within each cluster, results were further divided into one-year college and institute programs, two-year college and institute programs, BCIT day programs, and BCIT night programs.

4.0 SAMPLE SELECTION

The target poulation described previously was found to contain 21,154 students. The budget available for the Longitudinal Follow-Up Survey allowed for mailings to only 10,000 students.

As it was anticipated that only a 50% response rate would be achieved from the Information Sheet mailout, and since results were to be broken down by discipline cluster, it was decided to use a 100% sampling plan for most college and institute programs. A different procedure, however, was used for some program areas.

The majority of students enrolled on BCIT night programs and some students at other institutions were not identified as belonging to a specific career/technical program. These students are usually involved with only one or two courses rather than entire programs. For the purpose of this study, these students have been classified under the discipline cluster "Program Unknown". For BCIT night students so grouped, systematic sampling with a random start and a 5% sampling fraction was used. The small number of students from other institutions who were classified in this manner were omitted from the survey. Finally, for a few of the larger programs at selected institutions, a sampling fraction between 20% and 100% was selected. The overall objective was to ensure that the total mailout would not exceed 10,000 students and yet it would still offer adequate coverage of each career/technical program. The final sample population contained 9,941 students. The actual numbers of students involved for each college and for each discipline cluster are indicated in *Tables 1 and 2*, respectively.

5.0 INSTRUMENT DESIGN AND REVIEW

Four primary objectives (see Chapter I, Section 2) for the Longitudinal Follow-Up Survey had been identified by the planning committee of the overall Study of Career/Technical Students. These objectives were taken as guidelines for the development of the follow-up survey instrument. A review of the relevant literature was conducted to examine questionnaires used in other

Table 1

TARGET POPULATION AND MAIL-OUT SAMPLE SIZES, BY INSTITUTION

Institution	No. Students Attending Sept. 1981	Target Population	Mail-Out Sample	Mail-Out As % of Target
Camosun	1,131	578	545	94%
Capilano	1,340	866	840	97
Cariboo	718	380	376	99
Douglas	1,253	901	895	99
East Kootenay	443	314	313	100
Fraser Valley	472	289	289	100
Kwantlen	549	327	327	100
Malaspina	768	467	464	99
North Island	638	360	360	100
Northern Lights	291	237	222	94
Northwest	39	23	23	100
Okanagan	1,181	721	611	85
Selkirk	631	366	366	100
COLLEGE TOTAL [a]	9,454	5,829	5,631	97
BCIT - Day	3,300	1,667	1,559	94
- Night	18,735	12,418	1,892	15
- Total	22,035	14,085	3,451	25
Emily Carr	490	205	203	99
Open Learning	1,201	1,035	656	63
INSTITUTE TOTAL [b]	23,726	15,325	4,310	28
PROVINCE TOTAL [a,b]	33,180	21,154	9,941	47

[a] Excludes College of New Caledonia and Vancouver Community College.
[b] Excludes the Justice Institute.

Table 2

TARGET POPULATION AND MAIL-OUT SAMPLE SIZES, BY DISCIPLINE CLUSTER

	Discipline Cluster	No. Students Attending Sept. 1981	Target Population	Mail-Out Sample	Mail-Out As % of Target
11	Agriculture	85	51	51	100%
12	Renewable Resources	487	241	240	99
13	Non-Renewable Resources	173	79	79	100
14	Marine	35	16	16	100
15	Land/Air	49	28	28	100
21	Engineer	598	329	329	100
22	Electricity/Electronics	801	412	412	100
23	Mechanics	238	101	101	100
25	Construction	351	172	172	100
31	Business Administration	8,416	5,054	4,058	80
32	Office Administration	281	250	242	96
33	Communication Arts	763	434	434	100
34	Personal Services	641	428	427	99
41	Legal-Social Services	1,166	745	744	99
42	Nursing	978	500	499	99
43	Health	599	344	344	100
44	Education	473	319	319	100
51	Fine Arts	1,458	787	782	99
54	Mathematics	129	74	74	100
56	English	63	58	58	100
99	Program Unknown	15,396	10,732	532	5
	PROVINCE TOTAL [a]	33,180	21,154	9,941	47

[a] Excludes College of New Caledonia, Vancouver Community College and the Justice Institute

studies. In addition, the design of the longitudinal follow-up instrument relied heavily upon the experience gained from the earlier phases of the overall study. In particular, questionnaires used in the Cross-Sectional Follow-Up Survey and Entry Profile Survey referred to earlier formed the basis of the instrument to be used in the Longitudinal Follow-Up Survey.

A preliminary draft of the questionnaire was circulated to the various institutional representatives in January, 1983. Their assistance was requested in selecting, modifying and critiquing the 28 to 30 different questions which would be used in the final version of the Information Sheet. During the subsequent re-drafts, as many as possible of the suggestions from institutional representatives were incorporated, keeping in mind the necessity of a relatively short instrument.

The final version of the Information Sheet (Appendix D3) was typeset and printed on buff coloured paper, printed both sides, and then folded into five panels. The folded instrument would fit conveniently into a standard business-sized envelope.

As previously mentioned, Vancouver Community College (VCC) was conducting their own follow-up study. The VCC follow-up instrument (Appendix D1) and the provincial instrument were similar. However, the VCC follow-up did not contain questions corresponding to 13 of the 30 items on the provincial instrument (item numbers 1, 3, 6, 7, 8, 14, 15, 21, 24, 25, 26, 27 and 28). VCC results were not available for these items.

6.0 MAILING PROCEDURES

Mailing address labels were computer-generated from the student record file for the sample population. Three such labels for each former student were printed, one for each of the mailings. These labels were computer sorted by institution[2] and then sorted using the first three characters of the Canadian postal code.

6.1 First Mailing

The first mailing to the students contained an explanatory letter from B.C. Research (Appendix C1), a letter of endorsement from the students' former institution[3] (Appendix C2), the Information Sheet (Appendix D3), and a postage-prepaid return envelope. This mailing was done in two groups. Most of the letters went out on Friday, March 18, 1983 but, due to delays in receipt of student record data from two institutions, first mailings for BCIT and Fraser Valley College did not go out until April 22, 1983.

Friday mailings were deliberately planned so that most of the students would receive the letters at the beginning of the following week. A previous study of research procedures[4] had indicated a higher rate of responses to questionnaires received at the start of the week rather than at the end of the week.

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[2] Excluding Vancouver Community College, which conducted its own survey.

[3] Endorsement letters from Douglas College were not received in time for inclusion.

[4] Lewis, Rayford T. Graduate Follow-Up. TEX-SIS Follow-Up SC6. Fort Worth, Texas: Tarrant County Junior College District. August, 1976.

6.2 Second Mailing

A follow-up postcard (Appendix C3) to thank those students who had already responded to the Information Sheet first mailing, or to remind those who had not, was mailed one week after the first mailing (i.e. on Friday, March 25, 1983 for the first group and on Friday, April 29, 1983 for the students from BCIT and Fraser Valley College).

6.3 Third Mailing

The third mailing took place two to three weeks after the second mailing. The actual mailing dates were April 14 and May 13, 1983 for the two groups of students. Names of sample members whose completed Information Sheets had already been received were removed from the list for the third mailing. In cases where the first or second mailing had been returned by the post office as undeliverable, these names were also removed from the mailing list. The third mailing included a further letter of explanation (Appendix C4), another copy of the Information Sheet, and a postage-prepaid return envelope.

6.4 Vancouver Community College

Vancouver Community College used slightly different procedures than those described above. For VCC graduates, the first mailing was conducted approximately 9 months after graduation (i.e. for most graduates, this would have been in February, 1983). For students discontinuing their studies, the first mailing was made about 1 month after their discontinuation (i.e. the majority of these mailings would have been in October, 1982).

These first mailings were followed three weeks later by a second letter. A postage-prepaid return envelope was included with a copy of the appropriate VCC questionnaire (see Appendix D1) in each mailing. Instead of a third mailing, VCC conducted a telephone follow-up of students from program areas in which the return rate was still below 40%. Only a subset of the VCC questions were included in the telephone contact, instead of the full range of questions used in the mailout. These included item numbers 3, 6 to 13, 15, 17, 23 and 24 of the VCC graduate survey and items 4, 7, 8, 9, 15 and 17, 18, 19 of the VCC discontinuant survey.

7.0 CODING PROCEDURES

As the completed Information Sheets were returned to B.C. Research, the responses were keypunched along with the code number from the box on the last panel of each Information Sheet. Similarly, student code numbers were keypunched from the mailing labels of all mail returned by the post office as "undeliverable." This enabled an accurate record to be maintained of those sample members who had responded and of those who could not be contacted. Linking the Information Sheet data with the student record data supplied by his or her institution permitted the addition of the career/technical program (PDC code) to Information Sheet results.

Items 22 a) and 22 b) of the Information Sheet asked the respondents who had been employed at some point since leaving their studies for their "occupation" and the "nature of the services provided or type of products produced" by the business or industry in which they were working. From the respondents' answers to these questions, an "occupation" code was assigned to the student and the categorization of the "type of business or industry" which was requested in item 21 on the Information Sheet was checked and, if the student had not already done so, completed on behalf of the student . This coding was done by one member of the research team and a research assistant. These two individuals had also coded equivalent questions used in the earlier "Cross-Sectional Follow-Up Survey" and the "Entry

Profile Survey", thus providing consistency of coding among these three surveys.

The Canadian Classification and Dictionary of Occupations (CCDO)[5] was used for this coding of occupations. A four-digit code number was assigned to indicate the student's occupation, based upon a subjective assessment of the responses to questions 21 and 22. For reporting purposes, occupations were aggregated to the CCDO "major group" level. These represent very broad fields of work rather than specific types of work performed. Each major group has a two digit code number and a title that summarizes the occupational activities within that group.

Item 12 on the Information Sheet also required coding. It asked those students who were currently attending a post-secondary institution for the name of the institution and the name of the program. The institutions were coded using the same codes as listed in the response options for item 28 on the Information Sheet. The programs were categorized using the Post-Secondary Discipline Classification (PDC) coding scheme referred to earlier.

8.0 ANALYSIS PROCEDURES AND STATISTICAL TESTS

Statistical comparisons were conducted between the population of students actually responding to the Information Sheet and the target population in order to check the representativeness of the responding population. These comparisons were done on the basis of the age distribution and the sex breakdown within institution and within career/technical program.

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[5] Manpower and Immigration, Canadian Classification and Dictionary of Occupations 1971. Ottawa, Ontario: Government of Canada. July, 1971.

Analysis of questionnaire returns involved extensive computer tabulations and cross-tabulations using an available statistical software package (SPSS)[6]. All questionnaire items were tabulated by individual institution, by type of institution (i.e. college or institute), by discipline cluster, and for the province as a whole. In addition, all items were cross-tabulated against the responses to item no. 29 (sex), item no. 30 (age), and item no. 1 (enrolment status). Finally, certain questionnaire items were selected for cross-tabulation against other items in order to check consistency of results and to look for possible correlations.

Responses from the Longitudinal Follow-Up Survey were linked, on an individual student basis, with returns from the Entry Profile Survey conducted a year and a half earlier. This permitted a computer cross-tabulation of questions asked of students upon initial entry to their career/technical programs with questions asked of the same students after either completing or discontinuing their program of study. Although the Entry Profile Survey had collected information from 8,491 students as they first enrolled in their career/technical programs, not all of these students were included in the Longitudinal Follow-Up Survey. The Justice Institute and the College of New Calidonia did not participate in the follow-up survey, thereby removing 296 students from this total.

Of the remaining 8,195 students, approximately 58% were still enrolled at a post-secondary institution. These students were not to be surveyed. Therefore, there was entry profile information for only 3,475 students in the target population used for the Longitudinal Follow-Up Survey.

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[6] Statistical Package for the Social Sciences (SPSS).

Sampling procedures further reduced the size of this group. The mail-out sample included only 1,900 students for whom entry profile data were available. Finally, a return rate of 49.5% was achieved for this sub-population, providing follow-up responses from 940 students. Thus linkage with Entry Profile Survey data was possible for 940 of the 4,955 students who responded to the Longitudinal Follow-Up Survey.

While a sub-population of 940 students is a sufficient size to provide reliable province-level results, reporting for individual institutions and individual career/technical programs was not appropriate. Even at the provincial level, the relatively low number of respondents for whom linked entry and follow-up data were available, made interpretation of results difficult for some cross-tabulations.

Responses from the Longitudinal Follow-Up Survey of 1981 students were also compared, where appropriate, with results from the Cross-Sectional Follow-up Survey of 1979 career/technical students. Thus, comparative observations were available regarding employment trends, student views on their educational experience, future plans, and other related issues.

Several different tests of significance were used throughout the study to analyze the numerical differences observed between or among various populations of students. In general, a null hypothesis was constructed, stating that "no significant difference" existed in the variable being tested between the populations under investigation. This null hypothesis was then tested using the Chi-Square test with a .05 level of significance. As the populations being examined were usually quite large numerically, any observed differences, no matter how small, were often statistically significant.

It was therefore important to also test how large the differences were. Thus, when the level of significance on the Chi-Square test fell below the .05 level, the Cramer's V or the Phi test was used. In these cases, if the resulting test figure was less than .100, the observed differences, although statistically significant, were considered minimal and usually ignored for reporting purposes. For values greater than .100, the observed differences were considered large and the null hypothesis was rejected. Observations were then made and statistical differences were quoted. The results of these analyses are presented in Chapters III, IV, and V.

CHAPTER III

POPULATION CHARACTERISTICS

This chapter provides a basic description of the various populations identified during the study. These populations are compared in terms of their age distribution and sex. For the purpose of the age comparison, the populations are divided into two age categories. The first, identified as "college age," is defined as those students 24 years of age and less. The second, identified as "adult age," includes students 25 years of age or over.

1.0 TOTAL POPULATION

The term "total population" in this report is reserved for that group of students enrolled on career/technical programs as of September, 1981. This includes both full-time and part-time students, both first-year and second-year students, and first-time as well as continuing students. The institutions were asked to submit address records for this total population in the data file request referred to in the previous chapter. A total of 33,180 students are included in this total population.

2.0 TARGET POPULATION

The term "target population" in this report has been used to mean that specific group of students at which the survey was targeted. This population was defined previously as those students who had been enrolled as of September, 1981 on a career/technical program but who, one year later in September, 1982, were no longer enrolled on any program in any of the participating institutions. The target population included 21,154 students. Since this target population is a sub-group of the total career/technical population, a comparison of the two groups on the basis of age and sex is of interest (*Table 3*).

The proportions of male and female students for the target population are similar but not identical to those for the total population. The major differences appeared in Malaspina and North Island, for which the target population contained a lower percentage of males than did the total population, and Northern Lights where the percentage of males was higher in the target population. It should be noted, however, that a sex status was not reported for roughly 10% of both total and target populations.

The age group split for the target population shows a slightly higher proportion of adult students and a slightly lower proportion of college age students than in the total population. Northwest was the principal institution for which this general pattern was reversed. Again, it should be noted that date of birth was not reported for roughly 10% of both populations.

These age and sex differences between the target and total populations are not large, but should be kept in mind if the reader chooses to interpret the follow-up findings as applying to the total career/technical student population.

3.0 RATES OF RETURN

By the cut-off date (June 15, 1983), 4,727 replies had been received from the 9,941 Information Sheets mailed (see *Table 4*). This represented an overall return rate of 48%. Returns from the first and second mailings numbered 3,551, or 75% of the total returns. As the second mailing was simply a postcard reminder notice, no replies could be directly attributed to this mailing. From the third mailing, 1,176 replies were received, representing 25% of all the replies, which clearly demonstrated the value of several mailings.

Table 3

COMPARISON OF TOTAL POPULATION WITH TARGET POPULATION ON BASIS OF AGE AND SEX

(Percentages[a])

	Total Population				Target Population			
	Age Group		Sex		Age Group		Sex	
Institution	College Age	Adult Age	Male	Female	College Age	Adult Age	Male	Female
Camosun	50.1	44.2	43.9	52.0	45.7	48.3	44.8	50.0
Capilano	38.7	54.9	29.4	70.3	37.0	55.5	31.5	68.0
Cariboo	49.3	47.6	30.9	68.7	42.1	54.2	31.3	68.4
Douglas	44.0	50.1	29.4	67.1	42.0	52.2	29.0	67.7
East Kootenay	22.6	75.6	35.2	64.8	19.7	77.7	34.4	65.6
Fraser Valley	38.1	61.4	33.1	66.9	36.7	62.6	32.9	67.1
Kwantlen	62.7	34.8	31.3	64.8	62.4	35.8	32.4	64.8
Malaspina	51.6	43.5	48.2	51.7	43.0	50.7	41.3	58.5
North Island	23.8	65.0	32.9	65.2	20.3	66.7	26.2	67.9
Northern Lights	N/A	N/A	24.7	70.1	N/A	N/A	32.5	64.7
Northwest	48.7	51.3	5.1	92.3	60.9	39.1	4.3	91.3
Okanagan	49.1	45.9	37.8	62.2	43.7	50.2	39.3	60.7
Selkirk	52.3	45.8	46.3	53.6	49.5	48.9	46.7	53.3
COLLEGE TOTAL [b]	43.3	48.9	35.5	62.9	39.1	51.6	35.1	63.1
BCIT - Day	76.0	23.6	65.7	33.6	73.1	26.3	64.4	34.7
- Night	23.1	66.2	41.2	40.6	21.3	67.6	39.8	40.9
- Total	31.0	59.8	44.9	39.6	27.4	62.7	42.7	40.2
Emily Carr	43.7	55.5	35.3	64.7	37.6	61.0	32.2	67.8
Open Learning	16.6	80.6	37.1	62.7	16.1	80.8	37.4	62.4
INSTITUTE TOTAL [c]	30.6	60.8	44.3	41.2	26.8	63.9	42.2	42.0
PROVINCE TOTAL [b,c]	34.2	57.4	41.8	47.4	30.2	60.5	40.3	47.8

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[a] Percentages may not sume to 100. due to incomplete classification by age sex

[b] Excludes College of New Caledonia and Vancouver Community College

[c] Excludes the Justice Instutue

Table 4

SUMMARY OF INFORMATION SHEET RETURNS BY INSTITUTION

Institution	No. of Ques. Mailed Out	Ques. Returned		P.O. Returns		Total Returns		Adjusted Return %
		N	%	N	%	N	%	
Camosun	545	276	50.6	88	16.1	364	66.8	60.4
Capilano	840	385	45.8	122	14.5	507	60.4	53.6
Cariboo	376	184	48.9	40	10.6	224	59.6	54.8
Douglas	895	457	51.1	142	15.9	599	66.9	60.7
East Kootenay	313	158	50.5	45	14.4	203	64.9	59.0
Fraser Valley	289	124	42.9	68	23.5	192	66.4	56.1
Kwantlen	327	144	44.0	50	15.3	194	59.3	52.0
Malaspina	464	248	53.4	74	15.9	322	69.4	63.6
North Island	360	158	43.9	56	15.6	214	59.4	52.0
Northern Lights	222	79	35.6	73	32.9	152	68.5	53.0
Northwest	23	12	52.2	2	8.7	14	60.9	57.1
Okanagan	611	309	50.6	75	12.3	384	62.8	57.6
Selkirk	366	165	45.1	77	21.0	242	66.1	57.1
COLLEGE TOTAL [a]	5,631	2,699	47.9	912	16.2	3,611	64.1	57.2
BCIT - Day	1,559	868	55.7	181	11.6	1,049	67.3	63.0
- Night	1,892	787	41.6	349	18.4	1,136	60.0	51.0
- Total	3,451	1,655	48.0	530	15.4	2,185	63.3	56.7
Emily Carr	203	73	36.0	38	18.7	111	54.7	44.2
Open Learning	656	300	45.7	93	14.2	393	59.9	53.3
INSTITUTE TOTAL [b]	4,310	2,028	47.1	661	15.3	2,689	62.4	55.6
PROVINCE TOTAL [a,b]	9,941	4,727	47.6	1,573	15.8	6,300	63.4	56.5

[a] Excludes College of New Caledonia and Vancouver Community College

[b] Excludes the Justice Instutue

The overall return rate of usable replies was 48% as stated above. However, not all outgoing mail reached the student. Some 1,573 mailings (16%) were returned by the post office as undeliverable. If the return rate of usable replies is expressed on the basis of those mailings assumed to have reached the student, the adjusted return rate was 57%.

Adjusted return rates varied from institution to institution, ranging from a low of 44% at Emily Carr to a high of 64% at Malaspina. The rate of return for colleges averaged 57% and for the institutes 56%.

Table 5 shows the return rates on the basis of discipline cluster. The two areas of lowest return were Personal Services and English, with 45% and 46%, respectively. The highest returns were achieved in the Education and Land/Air Transport areas, with 67% and 85%, respectively.

Since return rates varied across institutions, responses were statistically weighted in order to arrive at a provincial picture. Individual student responses were weighted according to their institution's proportional enrolment contribution to the provincial target population. *Table 6* summarizes the weights used.

4.0 RESPONDENT CHARACTERISTICS BY INSTITUTION

The age and sex characteristics of the respondent population are outlined in *Table 7*. As can be seen from this table, the majority of respondents were adult age and female (66% and 58% respectively). Substantial variations were evident among institutions. Males accounted for less than 25% of all respondents at Douglas and Northern Lights. Similarly, college age students accounted for less than 25% of all respondents at

Table 5

SUMMARY OF INFORMATION SHEET RETURNS BY DISCIPLINE CLUSTER

Discipline Cluster	No. of Ques. Mailed Out	Ques. Returned		P.O. Returns		Total Returns		Adjusted Return %
		N	%	N	%	N	%	
11 Agriculture	51	11	21.6	28	54.9	39	76.5	47.8
12 Renewable Resources	240	131	54.6	38	15.8	169	70.4	64.9
13 Non-Renewable Resources	79	42	53.2	10	12.7	52	65.8	60.9
14 Marine	16	10	62.5	1	6.3	11	68.8	66.7
15 Land/Air Transport	28	23	82.1	1	3.6	24	85.7	85.2
21 Engineering	329	171	52.0	47	14.3	218	66.3	60.6
22 Electricity/Electronics	412	221	53.6	46	11.2	267	64.8	60.4
23 Mechanical	101	46	45.5	11	10.9	57	56.4	51.1
25 Construction	172	88	51.2	27	15.7	115	66.9	60.7
31 Business Administration	4,058	1,910	47.1	630	15.5	2,540	62.6	55.7
32 Office Administration	242	113	46.7	42	17.4	155	64.0	56.5
33 Communication Arts	434	188	43.3	78	18.0	266	61.3	52.8
34 Personal Services	427	157	36.8	83	19.4	240	56.2	45.6
41 Legal-Social Services	744	354	47.6	137	18.4	491	66.0	58.3
42 Nursing	499	274	54.9	70	14.0	344	68.9	63.9
43 Health	344	208	60.5	33	9.6	241	70.1	66.9
44 Education	319	191	59.9	36	11.3	227	71.2	67.5
51 Fine Arts	782	314	40.2	155	19.8	469	60.0	50.1
54 Mathematics	74	33	44.6	11	14.9	44	59.5	52.4
56 English	58	24	41.4	6	10.3	30	51.7	46.2
99 Program Unknown	532	218	41.0	83	15.6	301	56.6	48.6
PROVINCE TOTAL [a]	9,941	4,727	47.6	1,573	15.8	6,300	63.4	56.5

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[a] Excludes College of New Caledonia, Vancouver Community College and Justice Institute

Table 6

STATISTICAL WEIGHTS ASSIGNED TO STUDENT RESPONSES TO PROVIDE A PROVINCIAL PICTURE

Institution	Target Population	Longitudinal Follow-Up Responses			Follow-up Responses Linked With Entry Profile Responses		
		Actual Responses	Weights	Weighted Responses	Actual Responses	Weights	Weighted Responses
Camosun	578	276	.4807	133	42	.5993	25
Capilano	866	385	.5163	199	79	.4774	38
Cariboo	380	184	.4741	87	55	.3009	17
Douglas	901	457	.4526	207	89	.4408	39
East Kootenay	314	158	.4562	72	45	.3039	14
Fraser Valley	289	124	.5350	66	27	.4661	13
Kwantlen	327	144	.5213	75	4	3.5600	14
Malaspina	467	248	.4323	107	16	1.2710	20
North Island	360	158	.5230	83	5	3.1354	16
Northern Lights	237	79	.6886	54	23	.4487	10
Northwest	23	12	.4400	5	4	.2504	1
Okanagan	721	309	.5356	166	94	.3340	31
Selkirk	366	165	.5092	84	16	.9961	16
Vancouver	432	228	.4349	99	28	.6719	19
COLLEGE [a] TOTAL	6,261	2,927		1,437	527		273
BCIT - Day	1,667	868	.4408	383	158	.4594	73
- Night	12,418	787	3.6220	2,851	166	3.2576	541
Emily Carr	205	73	.6446	47	5	1.7854	9
Open Learning	1,035	300	.7919	238	84	.5366	45
INSTITUTE [b] TOTAL	15,325	2,028		3,519	413		668
PROVINCE [a,b] TOTAL	21,586	4,955		4,956	940		941

[a] Excludes College of New Caledonia

[b] Excludes the Justice Institute

Table 7

RESPONDENT POPULATION BY AGE AND SEX WITHIN INSTITUTION

		By Age Category (%)			By Sex (%)		
Institution	Total Weighted Responses	College Age	Adult Age	Not Reported	Male	Female	Not Reported
Camosun	133	48.2	51.8	0.0	48.2	51.8	0.0
Capilano	199	36.4	63.4	0.3	26.0	74.0	0.0
Cariboo	87	45.1	54.9	0.0	28.8	71.2	0.0
Douglas	207	44.9	55.1	0.0	23.0	77.0	0.0
East Kootenay	72	19.0	81.0	0.0	31.6	68.4	0.0
Fraser Valley	66	34.7	65.3	0.0	29.0	71.0	0.0
Kwantlen	75	68.8	31.2	0.0	34.0	66.0	0.0
Malaspina	107	44.0	56.0	0.0	40.3	59.7	0.0
North Island	83	14.6	84.8	0.6	26.6	72.8	0.6
Northern Lights	54	36.7	62.0	1.3	21.5	78.5	0.0
Northwest	5	66.7	33.3	0.0	0.0	100.0	0.0
Okanagan	166	47.2	52.4	0.3	36.2	63.4	0.3
Selkirk	84	59.4	40.6	0.0	46.1	53.9	0.0
Vancouver	99	51.8	47.8	0.4	38.6	61.4	0.0
COLLEGE TOTAL [a]	1,437	43.0	56.8	0.2	32.7	67.2	0.1
BCIT - Day	383	77.4	22.6	0.0	63.7	36.3	0.0
- Night	2,851	24.3	75.7	0.0	43.2	56.2	0.6
- Total	3,234	52.1	47.9	0.0	54.0	45.7	0.3
Emily Carr	47	30.1	69.9	0.0	26.0	74.0	0.0
Open Learning	238	14.0	85.7	0.3	35.7	64.3	0.0
INSTITUTE TOTAL [b]	3,519	29.4	70.5	0.0	44.7	54.8	0.5
PROVINCE TOTAL [a,b]	4,956	33.4	66.5	0.1	41.2	58.4	0.4

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[a] Excludes College of New Caledonia

[b] Excludes the Justice Institute

East Kootenay, North Island, Open Learning and BCIT-Night. Thus, the possibility of non-response bias needed to be examined in further detail. Statistical tests were run, comparing the age and sex characteristics of the non-respondent population with those of the respondent population.

Based on the results of the statistical tests on sex and age, differences between the respondent and non-respondent populations were found at the institute total and provincial total levels. On a provincial basis, there is a slight statistical bias in the respondent population. Females and adult-age students have replied more frequently than males and college-age students, respectively. For the individual institutions, statistical biases were found in Capilano, Douglas, Northern Lights, North Island, Selkirk and BCIT. Results for these institutions are thus biased and this should be kept in mind when interpreting results for these institutions.

5.0 RESPONDENT CHARACTERISTICS BY DISCIPLINE CLUSTER

It was important to examine possible non-response bias within discipline clusters as well as at the institutional level. Hence, the sex, and age group characteristics of the respondent and non-respondent populations were tested by discipline cluster using the statistical tests described in Chapter II, Section 8. The hypotheses that there were no significant differences in these variables at the discipline level had to be rejected in only a few instances.

A sex bias by discipline cluster was found in Mechanical (where males responded more frequently than females) and in Business Administration and Fine Arts (females responded more frequently than males). In the case of age groupings, the hypothesis of "no statistical difference" had to be rejected in three areas. College-age students in Renewable Resources, Engineering and Construction out-responded the adult-age students, contrary to the normal pattern observed at the institutional or provincial levels.

However, for the vast majority of the discipline clusters, there were no significant differences between responding and non-responding populations on these variables.

As indicated earlier, results were further tabulated within each discipline for: a) one-year college or institute program; b) two-year college or institute program; c) BCIT day program; and d) BCIT night courses. *Table 8* provides a summary of the Information Sheet returns by these discipline clusters and their sub-categories. Clusters and categories with at least 27 responses were selected for reporting purposes. In total, twenty-eight clusters and categories met this criterion (*Table 9*). On a provincial basis, it was possible to associate a specific career/technical program of study to 96% of the 4,955 respondents. Program identification was not possible for 218 of the 787 respondents from BCIT night programs. The discipline clusters reported in *Table 9* account for 88 percent of the total number of respondents and 92 percent of those respondents for whom program identification was possible.

Table 8

SUMMARY OF INFORMATION SHEET RETURNS BY DISCIPLINE CLUSTER

	Number Respondents				
Discipline Cluster	1 Year	2 Year	BCIT Day	BCIT Night	Total
11 Agriculture	-	5	-	6	11
12 Renewable Resources	-	44	81	6	131
13 Non-Renewable Resources	-	-	37	5	42
14 Marine Related	-	11	-	-	11
15 Land/Air Transport	-	23	-	-	23
21 Engineering	9	34	111	17	171
22 Electricity/Electronics	39	67	88	27	221
23 Mechanical	-	-	33	13	46
25 Construction	15	4	44	25	88
31 Business Administration	344	1,072	260	338	2,014
32 Office Administration	96	19	-	-	115
33 Communication Arts	17	108	57	15	197
34 Personal Services	26	27	34	73	160
41 Legal & Social Services	153	212	-	-	365
42 Nursing	22	284	2	-	308
43 Health	19	24	121	44	208
44 Education	125	97	-	-	222
51 Fine Arts	23	324	-	-	347
54 Mathematics	19	14	-	-	33
56 English	24	-	-	-	24
99 Program Unknown	-	-	-	-	218
PROVINCE TOTAL	931	2,369	868	569	4,955

Table 9

CAREER/TECHNICAL DISCIPLINE CLUSTERS USED FOR PROVINCIAL REPORTING (Number of Returns)

Discipline Cluster	1 Year	2 Year	BCIT Day	BCIT Night	Total
12 Renewable Resources	-	44	81	-	125
13 Non-Renewable Resources	-	-	37	-	37
21 Engineering	-	34	111	-	145
22 Electricity/Electronics	39	67	88	-	194
23 Mechanical	-	-	33	-	33
25 Construction	-	-	44	-	44
31 Business Administration	344	1,072	260	338	2,014
32 Office Administration	96	-	-	-	96
33 Communication Arts	-	108	57	-	165
34 Personal Services	-	27	34	73	134
41 Legal & Social Services	153	212	-	-	365
42 Nursing	-	284	-	-	284
43 Health	-	-	121	44	165
44 Education	125	97	-	-	222
51 Fine Arts	-	324	-	-	324
Total Respondents in Discipline Clusters Reported	757	2,269	866	455	4,347
Percent of Total Respondents	81.3	95.8	99.8	80.0	87.7

CHAPTER IV

OBSERVATIONS FROM THE FOLLOW-UP SURVEY

Observations from the responses to the Information Sheet are outlined in this chapter. The questionnaire items are grouped into nine categories for the purpose of discussion:

- Reasons for Attending (item numbers 1, 2, 3, 4 and 8);
- Employment Background (item numbers 5, 6 and 7);
- Discontinuance (item numbers 9 and 10);
- Current Activity (item numbers 11, 12, 13, 14 and 15);
- Finding Employment (item numbers 16, 17, 25 and 26);
- Type of Employment (item numbers 18, 19, 20, 21, 22 and 23);
- Assessment of Post-Secondary Experience (item 24);
- Future Educational Plans (item numbers 27 and 28);
- Student Comments on the Information Sheet.

The primary focus of these observations is at the provincial level. Due to sampling within certain institutions, and since return rates varied across institutions, individual student responses have been weighted as indicated in the previous chapter in order to provide the provincial results reported here. For each question, results are based upon the weighted number of individuals actually responding to each question.

The N's reported in each table (ie. the number of individuals responding) are not necessarily integer values, even though they are shown as such. Due to statistical weighting it is possible, for example, to have 15.4 individuals responding to a particular response option. This will appear as 15 however. As a consequence, a simple summation of the printed N's will not always equal the reported row or column margin totals. Similarly, even though N=0 it is possible to have non-zero frequency percentages for these same cells. This is because the actual N was somewhere between 0.0 and 0.5, due to statistical weighting, but has been reported as simply zero.

Provincial results are also reported in Appendix A1 (by type of institution) and in Appendix Reports #1 (by individual institution)[1] and #2 (by discipline cluster)[1]. In these three appendices, the figures include the "no response" category for each question. Therefore, response percentages will differ between the results reported here and those found in the appendices.

For each item on the Information Sheet, the responses have been tabulated by sex and age grouping. College age is defined as students 24 years of age or under while adult age includes students 25 years of age and over. Since the number of respondents reporting their age group exceeded the number reporting their sex classification, margin totals from the tabulation by age grouping were used as the basis for reporting results which were independent of age or sex (ie. the column of figures on the extreme right-hand side of the table for each item).

In addition, a series of cross-tabulations are provided for various questions to illustrate relationships between certain responses. This was done wherever testing procedures (see Chapter II, Section 8) showed statistically significant differences in the distribution of responses among the cells of the cross-tabulation. Where appropriate, this was done by institution, by career/technical discipline cluster, and for certain specific Information Sheet items.

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[1] Appendix Reports #1 and #2 are separate statistical documents.

1.0 REASONS FOR ATTENDING

Reasons for attending a post-secondary institution were investigated through a series of items on the Information Sheet. These were questions 1 through 4 and 8. The responses for these five items are reported in this section in the following order: 2, 3, 1, 4 and 8.

1.1 Main Objective For Attending (Question 2)

Development of new job skills or improvement of existing job skills was indicated as the main objective for attending a post-secondary institution by 56.6% of the students responding to the survey (see *Table 10*). The "completion of certification requirements" and "personal interest" were reported by 12.5% and 12.7% respectively, while "transfer to a technical institute or college" and "transfer to a university" were reported by 1.4% and 1.6% of the students.

These results are consistent with those reported in the earlier Cross-Sectional Follow-Up Study of 1979 career/technical students.

There were no statistical differences by sex in the reported objectives for attending. However, age did appear to be a factor. College age students were more likely to indicate the objective "to learn the skills needed for a job" (41.1%), nearly double that reported by adult age students (22.5%). A reverse pattern was evident for the objective "to improve existing job skills", with only 12.8% of college age students and 35.5% of adult age students indicating this objective. One-fifth of the college age students (20.3%) reported "to decide on a career" whereas only 7.3% of the adult age students listed this objective.

Table 10

MAIN OBJECTIVE FOR ATTENDING YOUR POST-SECONDARY INSTITUTION
(Question 2 - Column Percentages)

```
                        Q29
              COUNT   I
            COL PCT   IMALE       FEMALE      ROW
                      I                      TOTAL
                      I      1  I      2  I
Q2           ---------I---------I---------I
                   1  I    596  I    736  I   1333
  LEARN JOB SKILLS    I   30.7  I   27.4  I   28.7
                     -I---------I---------I
                   2  I    223  I    355  I    578
  COMPLETE CERTIF     I   11.5  I   13.2  I   12.5
                     -I---------I---------I
                   3  I    520  I    774  I   1294
  IMPROVE SKILLS      I   26.7  I   28.7  I   27.9
                     -I---------I---------I
                   4  I    244  I    296  I    540
  DECIDE ON CAREER    I   12.5  I   11.0  I   11.6
                     -I---------I---------I
                   5  I     32  I     22  I     54
  STUDY TIL JOB AV    I    1.6  I    0.8  I    1.2
                     -I---------I---------I
                   6  I    230  I    358  I    589
  PERSONL INTEREST    I   11.8  I   13.3  I   12.7
                     -I---------I---------I
                   7  I     29  I     37  I     66
  TRANSF TO INST      I    1.5  I    1.4  I    1.4
                     -I---------I---------I
                   8  I     29  I     46  I     76
  TRANSF TO UNIV      I    1.5  I    1.7  I    1.6
                     -I---------I---------I
                   9  I     37  I     62  I     98
  COMPLETE TRAININ    I    1.9  I    2.3  I    2.1
                     -I---------I---------I
                  10  I      3  I      5  I      9
  PREP FOR ADV ED     I    0.2  I    0.2  I    0.2
                     -I---------I---------I
             COLUMN       1944      2692      4636
              TOTAL       41.9      58.1     100.0
```

```
                        AGE
              COUNT   I
            COL PCT   ICOLLEGE  ADULT         ROW
                      I                      TOTAL
                      I      1  I      2  I
Q2           ---------I---------I---------I
                   1  I    643  I    693  I   1336
  LEARN JOB SKILLS    I   41.1  I   22.5  I   28.7
                     -I---------I---------I
                   2  I    164  I    417  I    581
  COMPLETE CERTIF     I   10.5  I   13.5  I   12.5
                     -I---------I---------I
                   3  I    200  I   1097  I   1297
  IMPROVE SKILLS      I   12.8  I   35.5  I   27.9
                     -I---------I---------I
                   4  I    317  I    227  I    544
  DECIDE ON CAREER    I   20.3  I    7.3  I   11.7
                     -I---------I---------I
                   5  I     10  I     44  I     54
  STUDY TIL JOB AV    I    0.6  I    1.4  I    1.2
                     -I---------I---------I
                   6  I    118  I    474  I    591
  PERSONL INTEREST    I    7.5  I   15.3  I   12.7
                     -I---------I---------I
                   7  I     45  I     21  I     66
  TRANSF TO INST      I    2.9  I    0.7  I    1.4
                     -I---------I---------I
                   8  I     39  I     37  I     76
  TRANSF TO UNIV      I    2.5  I    1.2  I    1.6
                     -I---------I---------I
                   9  I     24  I     74  I     98
  COMPLETE TRAININ    I    1.5  I    2.4  I    2.1
                     -I---------I---------I
                  10  I      5  I      3  I      9
  PREP FOR ADV ED     I    0.3  I    0.1  I    0.2
                     -I---------I---------I
             COLUMN       1564      3087      4652
              TOTAL       33.6      66.4     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Q2 Response Option 10 -
The follow-up questionnaire used for VCC students had an additional response option "preparation for advanced education".

The main objective for attending also differed somewhat between college and institute students (Appendix A1). "Learning skills needed for a job" was indicated by 31.9% of college students but only 25.0% of institute students. In contrast, only 18.5% of college students listed "to improve existing job skills" whereas 29.3% of institute students listed this objective. College and institute response patterns were very similar to one another for the remaining objectives.

Wide variations were evident on an individual institutional basis (Appendix Report #1), with "learning skills needed for a job" being ranked highest among students at BCIT Day (62.7%), and Camosun (50.0%). The objective "to improve existing job skills" was indicated by over 30% of the students at East Kootenay (42.4%), Open Learning (34.3%) and BCIT Night (32.3%). Two out of every five respondents from Emily Carr (42.5%) indicated their main objective for attending as "personal interest".

On a program basis (Appendix Report #2), "learning skills needed for a job" ranked highest as the main objective for most programs, with 50% to 70% of the students indicating this objective. The principal exceptions were in Business Administration (1-year, 2-year and BCIT Night), Health (BCIT Night), Legal and Social Services (2-year), Education (1-year) and Fine Arts (2-year). In each of these program areas, less than 30% of the students indicated the objective "learning skills needed for a job" and, instead, were more evenly distributed across several objectives. "Personal interest" was indicated as the main objective by more than 20% of the respondents in Fine Arts (2-year), Electrical (1-year), Business Administration (1-year), and Legal and Social Services (2-year).

Cross tabulations of the main objectives for attending with the students' prior work experience (Question 5) are shown in *Table 11.* Over one half of those students whose main objective was "to learn the skills needed for a job" (56.6%), "to decide on a career" (59.7%) or "for personal interest" (57.6%) had no work experience related to their post-secondary training prior to enrolling in the program. In contrast, 87.3% of students who listed as their main objective for attending "to improve existing job skills" had related work experience, with 51.0% having 3 years or more experience. Also, the majority of students enrolling "to complete certification requirements" had related work experience, with 40.4% having 3 years or more experience.

Table 12 shows the main objective for attending tabulated against the graduation status of the students (Question 9). Students who had the main objective "to learn the skills needed for a job" were the most likely to indicate that they had received their graduation certificate or diploma. Nearly one half of these students (47.4%) had graduated. Graduation rates were less than 32% for all other categories.

As might be anticipated, students with the main objectives of "transfer to a technical institute or college" and "transfer to a university" were more likely to respond in Question 27 (see *Table 13*) that they planned to take "further education in their field of training" (71.0% and 79.7% respectively). Half of the students (50.7%) whose main objective was "to decide on a career" indicated they plan to take "further education in areas other than their field of training." Students attending post-secondary education "for personal interest" were the most likely to indicate they would take the occasional course "for general interest". Over one third of these students (37.0%) responded in this way whereas for students with other main objectives, the comparable percentages were typically less than 15%.

Table 11

CROSS-TABULATION OF RESPONSES
MAIN OBJECTIVE FOR ATTENDING (Question 2)
VERSUS PRIOR WORK EXPERIENCE (Question 5)

```
                         Q5
                 COUNT   I
               ROW PCT   INONE       < 1 YR    1-2 YRS   3-6 YRS   >= 7 YRS YES                ROW
                         I                                                                      TOTAL
                         I       1 I       2 I       3 I       4 I       5 I       6 I
Q2               --------I---------I---------I---------I---------I---------I---------I
                       1 I     753 I     239 I     161 I     124 I      47 I       6 I    1331
    LEARN JOB SKILLS     I    56.6 I    18.0 I    12.1 I     9.3 I     3.5 I     0.5 I    28.7
                        -I---------I---------I---------I---------I---------I---------I
                       2 I     191 I      64 I      91 I     133 I     101 I       0 I     580
    COMPLETE CERTIF      I    32.9 I    11.0 I    15.7 I    23.0 I    17.4 I     0.0 I    12.5
                        -I---------I---------I---------I---------I---------I---------I
                       3 I     164 I     142 I     327 I     347 I     313 I       3 I    1296
    IMPROVE SKILLS       I    12.7 I    10.9 I    25.2 I    26.8 I    24.2 I     0.2 I    27.9
                        -I---------I---------I---------I---------I---------I---------I
                       4 I     324 I      82 I      73 I      44 I      18 I       1 I     543
    DECIDE ON CAREER     I    59.7 I    15.1 I    13.5 I     8.0 I     3.4 I     0.2 I    11.7
                        -I---------I---------I---------I---------I---------I---------I
                       5 I      32 I       7 I       7 I       0 I       7 I       0 I      54
    STUDY TIL JOB AV     I    59.5 I    13.5 I    13.5 I     0.0 I    13.5 I     0.0 I     1.2
                        -I---------I---------I---------I---------I---------I---------I
                       6 I     338 I      45 I      49 I      80 I      74 I       1 I     587
    PERSONL INTEREST     I    57.6 I     7.6 I     8.3 I    13.7 I    12.6 I     0.1 I    12.6
                        -I---------I---------I---------I---------I---------I---------I
                       7 I      44 I       4 I       7 I      10 I       1 I       0 I      66
    TRANSF TO INST       I    67.6 I     6.1 I    10.0 I    14.7 I     1.5 I     0.0 I     1.4
                        -I---------I---------I---------I---------I---------I---------I
                       8 I      38 I       9 I      17 I       4 I       9 I       0 I      76
    TRANSF TO UNIV       I    49.4 I    11.3 I    21.9 I     5.5 I    11.8 I     0.0 I     1.6
                        -I---------I---------I---------I---------I---------I---------I
                       9 I      22 I      21 I      30 I      11 I      15 I       0 I      98
    COMPLETE TRAININ     I    22.0 I    21.6 I    30.5 I    11.1 I    14.9 I     0.0 I     2.1
                        -I---------I---------I---------I---------I---------I---------I
                      10 I       6 I       0 I       0 I       0 I       0 I       3 I       8
    PREP FOR ADV ED      I    68.4 I     0.0 I     0.0 I     0.0 I     0.0 I    31.6 I     0.2
                        -I---------I---------I---------I---------I---------I---------I
                 COLUMN       1912       613       761       753       585        14      4639
                  TOTAL       41.2      13.2      16.4      16.2      12.6       0.3     100.0

    15 OUT OF     60 ( 25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.025
RAW CHI SQUARE =  1365.45642 WITH    45 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.24264
```

Note: Q2 Response Option 10 -
The follow-up questionnaire used for VCC students had an additional response option "preparation for advanced education".

Q5 Response Option 6 -
The follow-up questionnaire used for VCC students allowed for only "yes" and "no" type responses.

Table 12

CROSS-TABULATION OF RESPONSES
MAIN OBJECTIVE FOR ATTENDING (Question 2)
VERSUS GRADUATION STATUS (Question 9)

```
                    Q9
            COUNT  I
          ROW PCT  IGOT DIPL NOT APPL COMPLETE NOT COMP    ROW
                   IOMA      IED GRAD D COURSE LETED      TOTAL
                   I     1  I     2  I     3  I     4  I
Q2        ---------I--------I--------I--------I--------I
                1  I   604  I    45  I    75  I   551  I   1275
  LEARN JOB SKILLS I  47.4  I   3.5  I   5.8  I  43.2  I   28.2
                  -I--------I--------I--------I--------I
                2  I   183  I    20  I    29  I   347  I    579
  COMPLETE CERTIF  I  31.6  I   3.4  I   5.0  I  60.0  I   12.8
                  -I--------I--------I--------I--------I
                3  I   248  I    19  I   164  I   849  I   1280
  IMPROVE SKILLS   I  19.4  I   1.5  I  12.8  I  66.3  I   28.3
                  -I--------I--------I--------I--------I
                4  I   145  I    24  I    32  I   327  I    528
  DECIDE ON CAREER I  27.4  I   4.6  I   6.0  I  62.0  I   11.7
                  -I--------I--------I--------I--------I
                5  I    12  I     0  I     0  I    35  I     46
  STUDY TIL JOB AV I  25.3  I   0.0  I   0.0  I  74.7  I    1.0
                  -I--------I--------I--------I--------I
                6  I   135  I     8  I    73  I   359  I    575
  PERSONL INTEREST I  23.5  I   1.3  I  12.7  I  62.5  I   12.7
                  -I--------I--------I--------I--------I
                7  I     6  I     2  I    10  I    48  I     65
  TRANSF TO INST   I   8.9  I   2.7  I  14.6  I  73.8  I    1.4
                  -I--------I--------I--------I--------I
                8  I    21  I     2  I     4  I    49  I     76
  TRANSF TO UNIV   I  28.1  I   2.0  I   5.2  I  64.6  I    1.7
                  -I--------I--------I--------I--------I
                9  I    29  I     0  I    22  I    48  I     98
  COMPLETE TRAININ I  29.2  I   0.0  I  22.5  I  48.3  I    2.2
                  -I--------I--------I--------I--------I
           COLUMN      1383      119       408      2612      4522
            TOTAL      30.6      2.6       9.0      57.8     100.0

    5 OUT OF    36 ( 13.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  1.216
RAW CHI SQUARE =   380.20511 WITH    24 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.16741
```

Table 13

CROSS-TABULATION OF RESPONSES
MAIN OBJECTIVE FOR ATTENDING (Question 2)
VERSUS FUTURE EDUCATIONAL PLANS (Question 27)

```
                    QTSEVEN
            COUNT  I
          ROW PCT  IFURTHER  KEEP UP- EDUC-OTH GENERAL  NO MORE    ROW
                   IEDUCATIO TO-DATE  ER FIELD INTEREST TRAINING  TOTAL
                   I    1   I    2   I    3   I    4   I    5   I
Q2         --------I--------I--------I--------I--------I--------I
                1  I   597  I   441  I   415  I   191  I    49  I  1693
  LEARN JOB SKILLS I  47.5  I  35.1  I  33.0  I  15.2  I   3.9  I  27.7
                  -I--------I--------I--------I--------I--------I
                2  I   340  I   161  I   178  I    69  I    17  I   765
  COMPLETE CERTIF  I  60.6  I  28.7  I  31.7  I  12.3  I   3.0  I  12.5
                  -I--------I--------I--------I--------I--------I
                3  I   642  I   509  I   443  I   162  I    21  I  1777
  IMPROVE SKILLS   I  51.8  I  41.1  I  35.8  I  13.1  I   1.7  I  29.0
                  -I--------I--------I--------I--------I--------I
                4  I   233  I   126  I   258  I    71  I    11  I   698
  DECIDE ON CAREER I  45.8  I  24.8  I  50.7  I  13.9  I   2.2  I  11.4
                  -I--------I--------I--------I--------I--------I
                5  I    24  I    21  I    19  I     6  I     0  I    69
  STUDY TIL JOB AV I  44.4  I  38.9  I  35.2  I  11.1  I   0.0  I   1.1
                  -I--------I--------I--------I--------I--------I
                6  I   189  I   131  I   229  I   206  I    28  I   783
  PERSONL INTEREST I  33.9  I  23.5  I  41.1  I  37.0  I   5.0  I  12.8
                  -I--------I--------I--------I--------I--------I
                7  I    44  I    21  I    20  I     2  I     1  I    87
  TRANSF TO INST   I  71.0  I  33.9  I  32.3  I   3.2  I   1.6  I   1.4
                  -I--------I--------I--------I--------I--------I
                8  I    59  I    11  I    25  I     4  I     0  I    99
  TRANSF TO UNIV   I  79.7  I  14.9  I  33.8  I   5.4  I   0.0  I   1.6
                  -I--------I--------I--------I--------I--------I
                9  I    45  I    51  I    44  I     9  I     1  I   150
  COMPLETE TRAININ I  45.9  I  52.0  I  44.9  I   9.2  I   1.0  I   2.5
                  -I--------I--------I--------I--------I--------I
           COLUMN     2172     1470     1632      718      129     6122
            TOTAL     49.3     33.3     37.0     16.3      2.9    100.0

RAW CHI SQUARE =   373.45355 WITH    32 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.12350
```

```
                    Q27R
            COUNT  I
          ROW PCT  INO RESPO SOME RES   ROW
                   INSE      PONSE     TOTAL
                   I    1   I    2   I
Q2         --------I--------I--------I
                1  I    81  I  1256  I  1336
  LEARN JOB SKILLS I   6.0  I  94.0  I  28.7
                  -I--------I--------I
                2  I    21  I   561  I   582
  COMPLETE CERTIF  I   3.6  I  96.4  I  12.5
                  -I--------I--------I
                3  I    58  I  1239  I  1298
  IMPROVE SKILLS   I   4.5  I  95.5  I  27.9
                  -I--------I--------I
                4  I    34  I   509  I   544
  DECIDE ON CAREER I   6.3  I  93.7  I  11.7
                  -I--------I--------I
                5  I     0  I    54  I    54
  STUDY TIL JOB AV I   0.0  I 100.0  I   1.2
                  -I--------I--------I
                6  I    35  I   557  I   592
  PERSONL INTEREST I   5.9  I  94.1  I  12.7
                  -I--------I--------I
                7  I     4  I    62  I    66
  TRANSF TO INST   I   6.2  I  93.8  I   1.4
                  -I--------I--------I
                8  I     3  I    74  I    76
  TRANSF TO UNIV   I   3.5  I  96.5  I   1.6
                  -I--------I--------I
                9  I     1  I    98  I    98
  COMPLETE TRAININ I   0.5  I  99.5  I   2.1
                  -I--------I--------I
               10  I     9  I     0  I     9
  PREP FOR ADV ED  I 100.0  I   0.0  I   0.2
                  -I--------I--------I
           COLUMN      245     4410     4655
            TOTAL      5.3     94.7    100.0

RAW CHI SQUARE =   172.38884 WITH     9 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.19256
```

Note: Q2 Response Option 10 -
The follow-up questionnaire used for VCC students had an additional response option "preparation for advanced education".

Since multiple responses to Question 27 were acceptable, percentages in the upper portion of the table have been calculated based upon the actual number of individuals providing "some responses" as reported in the lower portion of the table.

1.2 Educational Goal (Question 3)

Part-time post-secondary study was associated with the primary educational goal reported by most of the students responding to the survey (see *Table 14*). This was evident from the 38.9% of students responding in Question 3 to the goal "to complete a career/technical program on a part-time basis" plus the 20.9% responding "to take one or two courses." Completion of a career/technical program on a full-time basis was indicated by 28.2% of the students.

Although the corresponding question on the earlier Cross-Sectional Follow-Up Study of 1979 career/technical students was not absolutely identical in wording, none-the-less, it would appear that the percentage of students with a goal of part-time study has increased. The earlier study showed 52.6% with this goal, whereas the current survey reports a total of 59.8%.

Females were more likely than males (41.7% compared to 35.1%) to indicate a goal of "completion of a career/technical program on a part-time basis." The reverse was true for "full-time completion," with 25.1% of females and 32.5% of males indicating this goal. On the basis of age, over one half of college age students (53.9%), while 15.4% of adult age students indicated the goal of "program completion full-time". A total of 74.2% of adult students, indicated part-time study as a goal (25.3% saying "one or two courses" plus 48.9% reporting "program completion part-time").

Institute students were more likely than college students (Appendix Al) to indicate the goal of "program completion on a part-time basis" (45.0% compared to 19.9% respectively). The reverse pattern was evident for "completion on a full-time basis" (20.6% institute compared to 43.8% college). East Kootenay, Open Learning, North Island and Fraser Valley all had over one third

Table 14

EDUCATIONAL GOAL IN ATTENDING YOUR POST-SECONDARY INSTITUTION
(Question 3 - Column Percentages)

```
                  Q29
           COUNT I
         COL PCT IMALE      FEMALE       ROW
                 I                      TOTAL
                 I       1 I       2 I
Q3      ---------I---------I---------I
               1 I    402  I    597  I    999
TAKE 1-2 COURSES I   20.3  I   21.3  I   20.9
                -I---------I---------I
               2 I    197  I    284  I    481
PREPARE FOR C-T  I   10.0  I   10.1  I   10.1
                -I---------I---------I
               3 I    696  I   1170  I   1866
COMPLETE P-T     I   35.1  I   41.7  I   39.0
                -I---------I---------I
               4 I    645  I    704  I   1349
COMPLETE F-T     I   32.5  I   25.1  I   28.2
                -I---------I---------I
               5 I     41  I     48  I     89
WORK-STUDY PROGR I    2.1  I    1.7  I    1.9
                -I---------I---------I
          COLUMN     1981      2802      4783
           TOTAL     41.4      58.6     100.0
```

```
                  AGE
           COUNT I
         COL PCT ICOLLEGE  ADULT         ROW
                 I                      TOTAL
                 I       1 I       2 I
Q3      ---------I---------I---------I
               1 I    190  I    812  I   1003
TAKE 1-2 COURSES I   11.9  I   25.3  I   20.9
                -I---------I---------I
               2 I    224  I    264  I    487
PREPARE FOR C-T  I   14.0  I    8.2  I   10.2
                -I---------I---------I
               3 I    302  I   1567  I   1868
COMPLETE P-T     I   18.9  I   48.9  I   38.9
                -I---------I---------I
               4 I    859  I    493  I   1352
COMPLETE F-T     I   53.9  I   15.4  I   28.2
                -I---------I---------I
               5 I     20  I     69  I     89
WORK-STUDY PROGR I    1.2  I    2.2  I    1.9
                -I---------I---------I
          COLUMN     1595      3205      4800
           TOTAL     33.2      66.8     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

of their students indicating a goal of "take one or two courses" whereas the corresponding percentages at all other institutions were much lower, usually below 20% (Appendix Report #1). BCIT Night had the highest percentage (52.4%) indicating "program completion on a part-time basis," with the next highest in this category being Douglas (30.4%) and East Kootenay (29.1%).

Differences among individual program areas were also evident (Appendix Report #2). "Program completion on a full-time basis" was indicated as a goal by the majority of students (usually over 80%) in 2-year programs and BCIT Day programs. The main exceptions were the two-year programs in Business Administration (32.6%), Office Administration (32.1%), Legal and Social Services (39.5%), Education (45.4%) and Fine Arts (45.1%). The goal of only taking "one or two courses" was indicated most frequently in the one-year programs of Electrical (46.2%), Business Administration (37.6%) and Office Administration (29.9%).

Table 15 shows a cross tabulation of the students main objective for attending (Question 2) with their educational goal (Question 3). The majority of students (57.6%) who had the main objective "to learn the skills needed for a job" indicated their educational goal as "program completion on a full time basis". Students attending "for personal interest" were most likely (53.3%) to have the goal of only taking "one or two courses". "Program completion on a part-time basis" was the goal listed by the majority of students attending a post-secondary institution in order to "complete certification requirements" (66.2%) and "study until a job becomes available" (63.2%).

The cross tabulation of educational goal with the students' related work experience prior to enrolling in their program (Question 5) is shown in *Table 16*. Students with the goal of "preparing for entry to a career/technical program" and the goal of "program completion on a full-time basis" were the most likely

Table 15

CROSS-TABULATION OF RESPONSES
MAIN OBJECTIVE FOR ATTENDING (Question 2)
VERSUS EDUCATIONAL GOAL (Question 3)

```
                    Q3
             COUNT I
           ROW PCT ITAKE 1-2 PREPARE  COMPLETE COMPLETE WORK-STU     ROW
                   I COURSES FOR C-T   P-T      F-T     DY PROGR   TOTAL
                   I      1  I     2  I     3  I     4  I     5  I
Q2         --------I--------I--------I--------I--------I--------I
                 1 I    96  I   107  I   331  I   743  I    14  I   1291
  LEARN JOB SKILLS I   7.5  I   8.3  I  25.6  I  57.6  I   1.1  I   28.4
                  -I--------I--------I--------I--------I--------I
                 2 I    13  I    42  I   382  I   120  I    20  I    578
  COMPLETE CERTIF  I   2.3  I   7.4  I  66.2  I  20.8  I   3.5  I   12.7
                  -I--------I--------I--------I--------I--------I
                 3 I   437  I    76  I   628  I   119  I    22  I   1283
  IMPROVE SKILLS   I  34.1  I   6.0  I  48.9  I   9.3  I   1.7  I   28.2
                  -I--------I--------I--------I--------I--------I
                 4 I    42  I   124  I   152  I   209  I     2  I    528
  DECIDE ON CAREER I   7.9  I  23.4  I  28.7  I  39.6  I   0.3  I   11.6
                  -I--------I--------I--------I--------I--------I
                 5 I     9  I     5  I    33  I     5  I     0  I     53
  STUDY TIL JOB AV I  17.5  I   9.7  I  63.2  I   9.5  I   0.0  I    1.2
                  -I--------I--------I--------I--------I--------I
                 6 I   307  I    34  I   168  I    48  I    18  I    575
  PERSONL INTEREST I  53.3  I   5.9  I  29.2  I   8.4  I   3.2  I   12.6
                  -I--------I--------I--------I--------I--------I
                 7 I     1  I    50  I     3  I    13  I     0  I     66
  TRANSF TO INST   I   0.8  I  75.1  I   4.5  I  18.9  I   0.7  I    1.5
                  -I--------I--------I--------I--------I--------I
                 8 I    10  I    23  I    18  I    23  I     2  I     76
  TRANSF TO UNIV   I  13.0  I  30.6  I  23.9  I  30.4  I   2.1  I    1.7
                  -I--------I--------I--------I--------I--------I
                 9 I    23  I     3  I    48  I    18  I     6  I     98
  COMPLETE TRAININ I  23.3  I   2.8  I  49.2  I  18.2  I   6.5  I    2.2
                  -I--------I--------I--------I--------I--------I
             COLUMN     937      464     1763     1298       85      4547
              TOTAL    20.6     10.2     38.8     28.6      1.9     100.0

    4 OUT OF    45 (  8.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.986
RAW CHI SQUARE =  2093.91016 WITH    32 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.33931
```

Table 16

CROSS-TABULATION OF RESPONSES
EDUCATIONAL GOAL (Question 3)
VERSUS PRIOR WORK EXPERIENCE (Question 5)

```
                       Q5
                COUNT  I
              ROW PCT  INONE      < 1 YR   1-2 YRS  3-6 YRS  >= 7 YRS   ROW
                       I                                                TOTAL
                       I       1 I       2 I       3 I       4 I       5 I
Q3             --------I---------I---------I---------I---------I---------I
                    1  I   344   I    96   I   167   I   184   I   207   I   998
   TAKE 1-2 COURSES    I  34.4   I   9.6   I  16.7   I  18.4   I  20.8   I  20.8
                      -I---------I---------I---------I---------I---------I
                    2  I   248   I    54   I    59   I    94   I    31   I   487
   PREPARE FOR C-T     I  50.9   I  11.2   I  12.2   I  19.3   I   6.4   I  10.2
                      -I---------I---------I---------I---------I---------I
                    3  I   586   I   212   I   371   I   381   I   314   I  1863
   COMPLETE P-T        I  31.4   I  11.4   I  19.9   I  20.5   I  16.8   I  38.9
                      -I---------I---------I---------I---------I---------I
                    4  I   733   I   273   I   167   I   115   I    64   I  1352
   COMPLETE F-T        I  54.2   I  20.2   I  12.4   I   8.5   I   4.7   I  28.2
                      -I---------I---------I---------I---------I---------I
                    5  I    25   I    13   I    17   I    20   I    14   I    89
   WORK-STUDY PROGR    I  27.6   I  14.2   I  19.4   I  22.8   I  16.0   I   1.9
                      -I---------I---------I---------I---------I---------I
               COLUMN     1935       647       782       794       631      4789
                TOTAL     40.4      13.5      16.3      16.6      13.2     100.0

RAW CHI SQUARE =   452.69260 WITH    16 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.15373
```

to have no prior work experience related to their program (50.9% and 54.2% respectively). In contrast, less than one-third of the students with other educational goals had no prior work experience.

1.3 Enrolment Status (Question 1)

The question of enrolment status (i.e. full-time versus part-time study) is not directly related to students' reasons for attending post-secondary education. None-the-less, it does provide further information concerning their educational goals and is of interest when compared with the responses to Question 3.

Over two-thirds of the students (69.0%) responding to the survey had been enrolled during the 1981-1982 academic year as a part-time student (see *Table 17*). This is virtually identical to the 68.0% figure reported in the earlier Cross-Sectional Follow-Up Study of 1979 career/technical students. Adult age students were much more likely to have been enrolled as part-time (82.6%) than were college age students (41.8%). Female students were also more likely than males to be enrolled part-time, although the differences were smaller (71.8% compared to 65.0%).

There were considerable differences in the patterns exhibited on an institutional basis (Appendix Report #1). The percentages of respondents indicating full-time enrolment status were highest at BCIT - Day (98.0%), Emily Carr (95.9%) and Camosun (82.2%) and lowest at Open Learning (4.0%), BCIT - Night (12.5%), East Kootenay (13.9%) and North Island (15.2%).

As a rule, the majority of students, generally over 90%, from 2-year programs and BCIT day programs had been enrolled as full-time students whereas those in 1-year and BCIT night programs had been part-time students (Appendix Report #2). The principal exceptions to this were in the Legal and Social

Table 17

ENROLMENT STATUS DURING 1981-1982
(Question 1 - Column Percentages)

```
              Q29
       COUNT  I
     COL PCT  IMALE      FEMALE      ROW
              I                      TOTAL
              I      1  I      2  I
Q1    --------I---------I---------I
           1  I   693   I   792   I   1485
  FULL-TIME   I  35.1   I  28.2   I   31.0
             -I---------I---------I
           2  I  1284   I  2015   I   3300
  PART-TIME   I  64.9   I  71.8   I   69.0
             -I---------I---------I
      COLUMN     1978      2807       4785
       TOTAL     41.3      58.7      100.0
```

```
                  AGE
           COUNT  I
         COL PCT  ICOLLEGE  ADULT       ROW
                  I                     TOTAL
                  I      1  I      2  I
Q1        --------I---------I---------I
               1  I   929   I   559   I   1489
  FULL-TIME       I  58.2   I  17.4   I   31.0
                 -I---------I---------I
               2  I   666   I  2646   I   3312
  PART-TIME       I  41.8   I  82.6   I   69.0
                 -I---------I---------I
          COLUMN     1595      3206       4801
           TOTAL     33.2      66.8      100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Services area where full-time status was indicated by only 46.1% of the 2-year program respondents and yet by as many as 50.3% of the 1-year program respondents.

The cross tabulation of students' enrolment status during 1981-1982 with their educational goal (Question 3) is shown in *Table 18*. Of students enrolled on a full-time basis, nearly all (86.3%) had the educational goal of "program completion on a full-time basis." Students enrolled part-time were split between "program completion on a part-time basis" (55.8%) and "taking one or two courses without intending to complete a full program" (29.3%).

1.4 Attainment of Educational Goal (Question 4)

Question 4 of the Information Sheet asked the students whether or not they had met their educational goal in attending a post-secondary institution. While only 35.7% responded in the affirmative, 43.9% of the students indicated they had not yet reached their objective but still hoped to do so in the future (see *Table 19*). One in ten students indicated they had subsequently changed their educational goal.

There were no statistical differences in the responses by sex, however, on the basis of age there were. College age students were more likely than adult age students to have met their educational goal (40.8% compared to 33.2% respectively). On the other hand, adult age students were more likely than college age students to indicate they still hoped to meet their goal in the future (48.1% compared to 35.3%).

On an institutional basis (Appendix Report #1), the highest rates of goal attainment were reported by students of BCIT - Day (62.2%), Camosun (56.5%), and Selkirk (51.5%). Students at North Island (15.2%), Fraser Valley (12.1%) and Okanagan (11.3%) reported the highest rates of non-attainment (i.e. straight "no" responses to the question have you attained your educational goal?).

Table 18

CROSS-TABULATION OF RESPONSES
EDUCATIONAL GOAL (Question 3)
VERSUS ENROLMENT STATUS DURING 1981-1982 (Question 1)

```
                   Q1
            COUNT  I
           COL PCT IFULL-TIM PART-TIM    ROW
                   IE        E         TOTAL
                   I      1  I      2  I
Q3         --------I---------I---------I
                 1 I     31  I    958  I  989
  TAKE 1-2 COURSES I    2.1  I   29.3  I 20.8
                  -I---------I---------I
                 2 I    129  I    342  I  471
  PREPARE FOR C-T  I    8.7  I   10.5  I  9.9
                  -I---------I---------I
                 3 I     26  I   1828  I 1854
  COMPLETE P-T     I    1.8  I   55.8  I 39.0
                  -I---------I---------I
                 4 I   1275  I     73  I 1348
  COMPLETE F-T     I   86.3  I    2.2  I 28.4
                  -I---------I---------I
                 5 I     16  I     73  I   89
  WORK-STUDY PROGR I    1.1  I    2.2  I  1.9
                  -I---------I---------I
           COLUMN     1477      3275    4752
            TOTAL     31.1      68.9   100.0

RAW CHI SQUARE =  3669.92944 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.87879
```

Table 19

ATTAINMENT OF EDUCATIONAL GOAL IN ATTENDING A POST-SECONDARY INSTITUTION
(Question 4 - Column Percentages)

```
                        Q29
           COUNT      I
          COL PCT     IMALE      FEMALE      ROW
                      I                      TOTAL
                      I     1   I     2   I
Q4            --------I---------I---------I
                    1 I    720  I    983  I   1702
  YES                 I   36.5  I   35.2  I   35.8
                     -I---------I---------I
                    2 I    229  I    259  I    488
  NO                  I   11.6  I    9.3  I   10.2
                     -I---------I---------I
                    3 I    844  I   1247  I   2091
  NO,BUT STILL HOP    I   42.8  I   44.7  I   43.9
                     -I---------I---------I
                    4 I    180  I    301  I    480
  CHANGED OBJECTIV    I    9.1  I   10.8  I   10.1
                     -I---------I---------I
           COLUMN         1972      2789      4762
            TOTAL         41.4      58.6     100.0
```

```
                        AGE
           COUNT      I
          COL PCT     ICOLLEGE   ADULT       ROW
                      I                      TOTAL
                      I     1   I     2   I
Q4            --------I---------I---------I
                    1 I    645  I   1061  I   1706
  YES                 I   40.8  I   33.2  I   35.7
                     -I---------I---------I
                    2 I    154  I    334  I    488
  NO                  I    9.7  I   10.4  I   10.2
                     -I---------I---------I
                    3 I    559  I   1538  I   2097
  NO,BUT STILL HOP    I   35.3  I   48.1  I   43.9
                     -I---------I---------I
                    4 I    225  I    263  I    488
  CHANGED OBJECTIV    I   14.2  I    8.2  I   10.2
                     -I---------I---------I
           COLUMN         1583      3195      4778
            TOTAL         33.1      66.9     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Non-attainment rates ranged widely among the various program areas (Appendix Report #2). The highest "no" responses were reported in Renewable Resources - Day (16.0%), Office Administration - 1 Year (14.7%), Personal Services - Day (14.7%), Electrical - 1 Year (12.8%) and Commercial Art - Day (12.3%).

Table 20 shows the cross tabulation of attainment of educational goal with the students' indicated goals (Question 3). The attainment of their goal was most prevalent in the case of students intending to complete their program on a full-time basis (60.2%). The next highest attainment rate was for those students wanting to take only one or two courses without intending to complete a full program (38.4%).

1.5 Would You Have Moved In Order to Enrol (Question 8)

Question 8 on the Information Sheet asked the question "If your program had not been available at your local institution or through distance education, would you have moved to another region of the province in order to enrol in this program?" While the question is clearly hypothetical and thus the responses must be viewed with some degree of skepticism, none-the-less, it provides either on a limited measure of the commitment which the students have to their particular chosen program or a measure of their degree of mobility.

Some 314 students (6.5%) indicated that the question was not applicable to them as they had already moved more than 50 miles in order to enrol in their program (see upper portion of *Table 21*). This group was almost equally divided into males and females, however, two-thirds of these were of college age and only one-third were adult age.

Table 20

CROSS-TABULATION OF RESPONSES
EDUCATIONAL GOAL (Question 3)
VERSUS ATTAINMENT OF EDUCATIONAL GOAL (Question 4)

```
                    Q4
            COUNT  I
           ROW PCT IYES      NO       NO,BUT S CHANGED    ROW
                   I                  TILL HOP OBJECTIV  TOTAL
                   I       1 I       2 I       3 I       4 I
Q3         --------I--------I--------I--------I--------I
                 1 I    378 I    120 I    388 I     97 I   984
  TAKE 1-2 COURSES I   38.4 I   12.2 I   39.5 I    9.9 I  20.8
                  -I--------I--------I--------I--------I
                 2 I    116 I     67 I    217 I     79 I   479
  PREPARE FOR C-T  I   24.3 I   14.0 I   45.3 I   16.4 I  10.1
                  -I--------I--------I--------I--------I
                 3 I    363 I    194 I   1113 I    179 I  1849
  COMPLETE P-T     I   19.6 I   10.5 I   60.2 I    9.7 I  39.0
                  -I--------I--------I--------I--------I
                 4 I    806 I    100 I    321 I    112 I  1339
  COMPLETE F-T     I   60.2 I    7.5 I   24.0 I    8.4 I  28.3
                  -I--------I--------I--------I--------I
                 5 I     32 I      6 I     37 I     11 I    86
  WORK-STUDY PROGR I   37.9 I    6.5 I   42.9 I   12.8 I   1.8
                  -I--------I--------I--------I--------I
           COLUMN     1696      487     2076      478    4736
            TOTAL     35.8     10.3     43.8     10.1   100.0

RAW CHI SQUARE =   661.57477 WITH    12 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.21578
```

Table 21

WOULD YOU HAVE MOVED IN ORDER TO ENROL IN YOUR PROGRAM
(Question 8 - Column Percentages)

```
                    Q29
          COUNT   I
        COL PCT   IMALE      FEMALE      ROW
                  I                      TOTAL
                  I       1  I       2  I
Q8       ---------I---------I---------I
              1   I    152   I    163   I    314
  NOT APPLICABLE  I    7.6   I    5.8   I    6.5
                 -I---------I---------I
              2   I    165   I    151   I    316
  YES             I    8.3   I    5.3   I    6.6
                 -I---------I---------I
              3   I    307   I    324   I    631
  YES,DEPENDS WHER I   15.4   I   11.4   I   13.1
                 -I---------I---------I
              4   I   1369   I   2189   I   3559
  NO              I   68.7   I   77.5   I   73.8
                 -I---------I---------I
         COLUMN       1993       2827       4819
          TOTAL       41.4       58.6      100.0
```

```
                    AGE
          COUNT   I
        COL PCT   ICOLLEGE   ADULT       ROW
                  I                      TOTAL
                  I       1  I       2  I
Q8       ---------I---------I---------I
              1   I    203   I    111   I    314
  NOT APPLICABLE  I   12.8   I    3.4   I    6.5
                 -I---------I---------I
              2   I    167   I    149   I    316
  YES             I   10.5   I    4.6   I    6.5
                 -I---------I---------I
              3   I    380   I    250   I    630
  YES,DEPENDS WHER I   23.8   I    7.7   I   13.0
                 -I---------I---------I
              4   I    844   I   2731   I   3575
  NO              I   53.0   I   84.3   I   73.9
                 -I---------I---------I
         COLUMN       1594       3241       4836
          TOTAL       33.0       67.0      100.0
```

```
                    Q29
          COUNT   I
        COL PCT   IMALE      FEMALE      ROW
                  I                      TOTAL
                  I       1  I       2  I
Q8       ---------I---------I---------I
              2   I    165   I    151   I    316
  YES             I    9.0   I    5.7   I    7.0
                 -I---------I---------I
              3   I    307   I    324   I    631
  YES,DEPENDS WHER I   16.7   I   12.1   I   14.0
                 -I---------I---------I
              4   I   1369   I   2189   I   3559
  NO              I   74.4   I   82.2   I   79.0
                 -I---------I---------I
         COLUMN       1841       2664       4505
          TOTAL       40.9       59.1      100.0
```

```
                    AGE
          COUNT   I
        COL PCT   ICOLLEGE   ADULT       ROW
                  I                      TOTAL
                  I       1  I       2  I
Q8       ---------I---------I---------I
              2   I    167   I    149   I    316
  YES             I   12.0   I    4.8   I    7.0
                 -I---------I---------I
              3   I    380   I    250   I    630
  YES,DEPENDS WHER I   27.3   I    8.0   I   13.9
                 -I---------I---------I
              4   I    844   I   2731   I   3575
  NO              I   60.7   I   87.2   I   79.1
                 -I---------I---------I
         COLUMN       1391       3130       4521
          TOTAL       30.8       69.2      100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Percentages in the upper portion of the table are based on the total N. Percentages in the lower portion of the table are based on the total N less those responding to option No. 1.

Considerably higher percentages of students at Selkirk (33.9%), Northwest (25.0%) and BCIT - Day (23.7%), compared to other institutions, indicated that they had already moved in order to enrol (Appendix Report #1). Similarly, the programs of Renewable Resources - 2 Year (43.4%), Non-Renewable Resources (32.4%), Personal Services - 2 Year (36.8%) and Health - Day (29.8%) had higher than average percentages of students indicating they had already moved (Appendix Report #2).

Of those to whom the question was applicable (see lower portion of *Table 21*), females were slightly more likely than males to respond "no", that is they would not relocate (82.2% compared to 74.4% respectively). By age, the differences were much larger. Adult age students generally responded "no" (87.3%) whereas the percentage of college age students responding "no" was significantly lower (60.7%).

At five institutions, the percentage of students indicating they would not have moved in order to enrol was significantly higher than in the remaining institutions (Appendix Report #1). These were Open Learning (93 9%), North Island (90.2%), East Kootenay (88.2%), BCIT Night (85.6%) and Fraser Valley (83.2%).

Students from programs in Business Administration - 1 Year and Night (94.0% and 88.6% respectively), Office Administration - 1 Year (88.2%), Electrical - 1 Year (84.6%) and Health - Night (85.7%) were the most likely to say they would not have moved (Appendix Report #2).

Students having the goal of "program completion on a part-time basis" (90.6%) or "taking one or two courses without intending to complete a full program" (95.0%) were the most likely to indicate they would not have moved in order to enrol (see *Table 22*).

Table 22

CROSS-TABULATION OF RESPONSES
EDUCATIONAL GOAL (Question 3)
VERSUS WOULD YOU HAVE MOVED IN ORDER TO ENROL (Question 8)

```
               Q8
         COUNT  I
       ROW PCT  IYES       YES,DEPE NO            ROW
                I          NDS WHER              TOTAL
                I        2 I      3 I       4 I
Q3     --------I--------I--------I--------I
             1  I       9 I      39 I     924 I    972
  TAKE 1-2 COURSES I   1.0 I     4.0 I    95.0 I   21.7
               -I--------I--------I--------I
             2  I      42 I      89 I     327 I    459
  PREPARE FOR C-T I    9.2 I    19.4 I    71.3 I   10.2
               -I--------I--------I--------I
             3  I      50 I     123 I    1656 I   1828
  COMPLETE P-T  I     2.7 I     6.7 I    90.6 I   40.8
               -I--------I--------I--------I
             4  I     211 I     368 I     552 I   1130
  COMPLETE F-T  I    18.6 I    32.5 I    48.8 I   25.2
               -I--------I--------I--------I
             5  I       3 I       5 I      79 I     88
  WORK-STUDY PROGR I   3.3 I     6.2 I    90.5 I    2.0
               -I--------I--------I--------I
        COLUMN       315       624      3538      4477
         TOTAL       7.0      13.9      79.0     100.0

RAW CHI SQUARE =   949.22540 WITH     8 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.32560
```

2.0 EMPLOYMENT BACKGROUND

Three questions on the Information Sheet (questions 5, 6 and 7) dealt with the general work experiences of the students prior to and during their enrolment in a career/technical program. The responses to these questions are reported in this section.

2.1 Prior Work Experience (Question 5)

Nearly three-fifths of the students responding to the survey (58.9%) had some work experience related to their post-secondary training prior to enrolling (*Table 23*). In the case of 29.3% of the students, this was at least three years or more work experience.

Males were more likely than females (45.5% compared to 38.1%) to have no related work experience. College age students were also more likely than adult age students to have no work experience (54.1% versus 34.6%).

The institutions with the highest percentage of students reporting no related work experience (Appendix Report #1) were Vancouver (64.5%), Camosun (60.5%), BCIT - Day (58.8%) and Selkirk (57.6%). At the other end of the scale, Open Learning (18.0%), Fraser Valley (16.9%), and Emily Carr (15.1%) had the highest percentages of students reporting seven or more years of experience.

On a program basis (Appendix Report #2), the highest percentages of students having no related work experience prior to enrolling were in Electrical - 2 Year (83.5%), Engineering - 2 Year (81.0%), Health - Day (78.5%) and Non-Renewable Resources - Day (78.4%). BCIT night programs in Health had the highest percentage of students with seven or more years experience (27.3%).

Table 23

RELATED WORK EXPERIENCE PRIOR TO ENROLLING
(Question 5 - Column Percentages)

```
                 Q29
        COUNT  I
      COL PCT  IMALE      FEMALE       ROW
               I                       TOTAL
               I      1  I      2  I
Q5    ---------I---------I---------I
            1  I    924  I   1095  I   2019
  NONE         I   45.5  I   38.1  I   41.2
              -I---------I---------I
            2  I    242  I    404  I    646
  < 1 YR       I   11.9  I   14.1  I   13.2
              -I---------I---------I
            3  I    286  I    496  I    782
  1-2 YRS      I   14.1  I   17.3  I   16.0
              -I---------I---------I
            4  I    319  I    477  I    797
  3-6 YRS      I   15.7  I   16.6  I   16.3
              -I---------I---------I
            5  I    252  I    388  I    640
  >= 7 YRS     I   12.4  I   13.5  I   13.1
              -I---------I---------I
            6  I      5  I     10  I     16
  YES          I    0.3  I    0.4  I    0.3
              -I---------I---------I
       COLUMN      2029      2871      4900
        TOTAL      41.4      58.6     100.0
```

```
                 AGE
        COUNT  I
      COL PCT  ICOLLEGE   ADULT        ROW
               I                       TOTAL
               I      1  I      2  I
Q5    ---------I---------I---------I
            1  I    889  I   1133  I   2021
  NONE         I   54.1  I   34.6  I   41.1
              -I---------I---------I
            2  I    320  I    330  I    650
  < 1 YR       I   19.5  I   10.1  I   13.2
              -I---------I---------I
            3  I    281  I    509  I    789
  1-2 YRS      I   17.1  I   15.5  I   16.1
              -I---------I---------I
            4  I    137  I    662  I    799
  3-6 YRS      I    8.3  I   20.2  I   16.3
              -I---------I---------I
            5  I      9  I    631  I    640
  >= 7 YRS     I    0.6  I   19.3  I   13.0
              -I---------I---------I
            6  I      8  I      8  I     16
  YES          I    0.5  I    0.2  I    0.3
              -I---------I---------I
       COLUMN      1643      3272      4915
        TOTAL      33.4      66.6     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Q5 Response Option 6 -
The follow-up questionnaire used for VCC students allowed for only "yes" and "no" type responses.

2.2 Employed While Enrolled (Question 6)

Question 6 on the Information Sheet asked the students whether they had been employed while enrolled at their post-secondary institution during 1981-1982. The majority of students reported that they had been employed (*Table 24*), with 57.1% indicating full-time employment (30 hours or more per week) and 20.1% indicating various levels of part-time employment.

Very few differences in employment patterns were evident on the basis of sex, however, adult age students were far more likely than college age students to be employed full-time while enrolled (68.1% compared to 34.8%) and less likely to not be employed at all (18.2% compared to 32.0%).

As might be expected, from *Table 25* it can be seen that full-time students were more likely not employed while enrolled than part-time students (51.1% compared to 10.2%). Four-fifths (79.2%) of the part-time students indicated that they had been employed on a full-time basis during their enrolment.

Table 26 shows the tabulation of students' prior work experience (Question 5) against their employment pattern during enrolment (Question 6). Students who had no work experience or less than one year of related work experience prior to enrolling were the most likely to not be employed during their enrolment and the least likely to be employed full-time during their enrolment. Conversely, 80.5% of the students with seven or more years of related work experience prior to enrolling were employed full-time while enrolled.

Table 24

WERE YOU EMPLOYED WHILE ENROLLED?
(Question 6 - Column Percentages)

```
                   Q29
           COUNT  I
         COL PCT  IMALE      FEMALE     ROW
                  I                     TOTAL
                  I     1  I     2  I
Q6        --------I--------I--------I
               1  I   451  I   643  I   1093
  NO              I  22.6  I  22.8  I   22.7
                 -I--------I--------I
               2  I   241  I   374  I    615
  <15 HRS PER WK  I  12.1  I  13.3  I   12.8
                 -I--------I--------I
               3  I   113  I   245  I    357
 15-29 HRS PER WK I   5.7  I   8.7  I    7.4
                 -I--------I--------I
               4  I  1190  I  1557  I   2747
 >=30 HRS PER WK  I  59.7  I  55.3  I   57.1
                 -I--------I--------I
          COLUMN     1995     2818      4813
           TOTAL     41.4     58.6     100.0
```

```
                   AGE
           COUNT  I
         COL PCT  ICOLLEGE   ADULT      ROW
                  I                     TOTAL
                  I     1  I     2  I
Q6        --------I--------I--------I
               1  I   512  I   589  I   1101
  NO              I  32.0  I  18.2  I   22.8
                 -I--------I--------I
               2  I   358  I   257  I    615
  <15 HRS PER WK  I  22.4  I   8.0  I   12.7
                 -I--------I--------I
               3  I   172  I   185  I    357
 15-29 HRS PER WK I  10.8  I   5.7  I    7.4
                 -I--------I--------I
               4  I   555  I  2201  I   2756
 >=30 HRS PER WK  I  34.8  I  68.1  I   57.1
                 -I--------I--------I
          COLUMN     1597     3232      4829
           TOTAL     33.1     66.9     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Table 25

CROSS-TABULATION OF RESPONSES
WERE YOU EMPLOYED WHILE ENROLLED? (Question 6)
VERSUS ENROLMENT STATUS (Question 1)

```
                  Q1
           COUNT  I
          COL PCT IFULL-TIM PART-TIM   ROW
                  IE        E         TOTAL
                  I       1 I       2 I
Q6        --------I--------I--------I
                1 I   757  I   338  I  1094
  NO              I  51.1  I  10.2  I  22.9
                 -I--------I--------I
                2 I   468  I   144  I   611
  <15 HRS PER WK  I  31.6  I   4.4  I  12.8
                 -I--------I--------I
                3 I   151  I   206  I   357
  15-29 HRS PER WK I  10.2  I   6.2  I   7.5
                 -I--------I--------I
                4 I   106  I  2616  I  2722
  >=30 HRS PER WK I   7.2  I  79.2  I  56.9
                 -I--------I--------I
           COLUMN    1481     3303     4784
            TOTAL    31.0     69.0    100.0

RAW CHI SQUARE =  2292.09302 WITH     3 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.69215
```

Table 26

CROSS-TABULATION OF RESPONSES
PRIOR WORK EXPERIENCE (Question 5)
VERSUS WERE YOU EMPLOYED WHILE ENROLLED? (Question 6)

```
                    Q6
           COUNT   I
           ROW PCT INO         <15 HRS  15-29 HR >=30 HRS   ROW
                   I           PER WK   S PER WK  PER WK   TOTAL
                   I        1 I      2 I       3 I      4 I
Q5         --------I--------I---------I---------I--------I
                 1 I   636  I   315   I   147   I   848  I  1946
  NONE             I  32.7  I  16.2   I   7.6   I  43.6  I  40.4
                  -I--------I---------I---------I--------I
                 2 I   174  I   121   I    64   I   288  I   648
  < 1 YR           I  26.9  I  18.8   I   9.9   I  44.4  I  13.4
                  -I--------I---------I---------I--------I
                 3 I   111  I    86   I    42   I   545  I   784
  1-2 YRS          I  14.2  I  10.9   I   5.3   I  69.6  I  16.3
                  -I--------I---------I---------I--------I
                 4 I   112  I    70   I    64   I   554  I   800
  3-6 YRS          I  13.9  I   8.8   I   8.0   I  69.3  I  16.6
                  -I--------I---------I---------I--------I
                 5 I    64  I    22   I    38   I   515  I   640
  >= 7 YRS         I  10.0  I   3.5   I   6.0   I  80.5  I  13.3
                  -I--------I---------I---------I--------I
           COLUMN     1097      614       356      2750     4817
            TOTAL     22.8     12.8       7.4      57.1    100.0

RAW CHI SQUARE =   474.04263 WITH    12 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.18111
```

2.3 Relationship of Main Job During Enrolment to Career/Technical Program (Question 7)

In Question 7, students who had been employed during their enrolment were asked how related their main job was to the program or course in which they were enrolled. A total of 892 students responded that the question was not applicable to them, since they had not been employed during their enrolment (*Table 27*). This figure is considerably less than the 1,101 students responding "no" in the previously discussed Question 6 (*Table 24*). There appears to be no clear reason as to why these should differ or as to which should be interpreted as the "correct" figure. It is possible that the students have interpreted the two questions in a different manner than anticipated by the researchers.

Of the 3,949 students who indicated that Question 7 was applicable to them, a total of 72.5% responded that the two were either definitely related or related to some extent. Only minor differences existed between males and females on this question. However, college age students were more likely than adult age students to have held an unrelated job during their enrolment (38.7% compared to 22.5%).

Students in community colleges were also more likely than students in provincial institutes (Appendix A1) to have held down an unrelated job (32.9% compared to 25.6%). On an individual institutional basis (Appendix Report #1), Northwest (71.4%), Emily Carr (58.0%), BCIT - Day (49.3%), and Northern Lights (43.5%) had the highest percentages of students reporting their main job as unrelated to their training.

In considering the responses to Question 7 on a program basis (Appendix Report #2), some difficulty is caused by the small numbers of students involved in several of the program areas. None-the-less, it appeared that the areas of Health - Night (67.4%) and Education - 1 Year (61.8%) had the highest rates of students indicating their program and employment as "definitely

Table 27

HOW RELATED WAS MAIN JOB DURING ENROLMENT TO PROGRAM OR COURSE TAKEN?
(Question 7 - Column Percentages)

```
                        Q29
                COUNT  I
              COL PCT  IMALE      FEMALE      ROW
                       I                      TOTAL
                       I      1  I      2  I
Q7            ---------I---------I---------I
                    1  I    338  I    550  I    888
  NOT APPLICABLE       I   16.9  I   19.5  I   18.4
                      -I---------I---------I
                    2  I    589  I    892  I   1481
  DEF RELATED          I   29.4  I   31.6  I   30.7
                      -I---------I---------I
                    3  I    572  I    805  I   1378
  RELATED              I   28.6  I   28.5  I   28.6
                      -I---------I---------I
                    4  I    502  I    575  I   1077
  NOT RELATED          I   25.1  I   20.4  I   22.3
                      -I---------I---------I
               COLUMN      2002      2822      4824
                TOTAL      41.5      58.5     100.0
```

```
                        AGE
                COUNT  I
              COL PCT  ICOLLEGE   ADULT       ROW
                       I                      TOTAL
                       I      1  I      2  I
Q7            ---------I---------I---------I
                    1  I    417  I    475  I    892
  NOT APPLICABLE       I   26.1  I   14.7  I   18.4
                      -I---------I---------I
                    2  I    317  I   1168  I   1484
  DEF RELATED          I   19.8  I   36.0  I   30.7
                      -I---------I---------I
                    3  I    409  I    975  I   1384
  RELATED              I   25.6  I   30.1  I   28.6
                      -I---------I---------I
                    4  I    458  I    622  I   1080
  NOT RELATED          I   28.6  I   19.2  I   22.3
                      -I---------I---------I
               COLUMN      1600      3240      4840
                TOTAL      33.1      66.9     100.0
```

```
                        Q29
                COUNT  I
              COL PCT  IMALE      FEMALE      ROW
                       I                      TOTAL
                       I      1  I      2  I
Q7            ---------I---------I---------I
                    2  I    589  I    892  I   1481
  DEF RELATED          I   35.4  I   39.2  I   37.6
                      -I---------I---------I
                    3  I    572  I    805  I   1378
  RELATED              I   34.4  I   35.4  I   35.0
                      -I---------I---------I
                    4  I    502  I    575  I   1077
  NOT RELATED          I   30.2  I   25.3  I   27.4
                      -I---------I---------I
               COLUMN      1663      2273      3936
                TOTAL      42.3      57.7     100.0
```

```
                        AGE
                COUNT  I
              COL PCT  ICOLLEGE   ADULT       ROW
                       I                      TOTAL
                       I      1  I      2  I
Q7            ---------I---------I---------I
                    2  I    317  I   1168  I   1484
  DEF RELATED          I   26.8  I   42.2  I   37.6
                      -I---------I---------I
                    3  I    409  I    975  I   1384
  RELATED              I   34.6  I   35.3  I   35.1
                      -I---------I---------I
                    4  I    458  I    622  I   1080
  NOT RELATED          I   38.7  I   22.5  I   27.4
                      -I---------I---------I
               COLUMN      1183      2765      3949
                TOTAL      30.0      70.0     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Percentages in the upper portion of the table are based on the total N. Percentages in the lower portion of the table are based on the total N less those responding to option No. 1.

related" while Electrical - 2 Year and Day (67.9% and 74.4%) and Fine Arts - 2 Year (58.2%) had the highest percentages indicating "not related at all".

The cross tabulation of responses to Question 7 concerning job-program relationship with responses to Question 6 on employment patterns while enrolled are shown in *Table 28*. A greater proportion of students who were employed part-time during their enrolment, compared to those employed full-time, indicated their job was not related to their program (approximately 44.4% part-time compared to 20.7% of employed students full-time).

3.0 DISCONTINUANCE

The topic of discontinuance or withdrawal from study was addressed by two questions on the Information Sheet, questions 9 and 10. The responses to these questions are reported in this section.

3.1 Graduation Status (Question 9)

Question 9 on the Information Sheet asked the former students whether they had graduated or had left their post-secondary studies before finishing the program. Less than one-third (30.0%) reported actually receiving a post-secondary graduation diploma or certificate and only a further 2.6% said that they were qualified for graduation but had not yet applied for a diploma or certificate (*Table 29*). If the 9.0% who reported they had completed all the courses they were intending to take are included with these other two categories, the total "successful completion" rate might be considered as 41.7%. Some three-fifths of the respondents (58.3%) indicated they had not completed all the courses they had intended to take. This was an increase over the 50.8% figure reported in the earlier Cross-Sectional Follow-Up Study of 1979 career/technical students.

Table 28

CROSS-TABULATION OF RESPONSES
WERE YOU EMPLOYED WHILE ENROLLED (Question 6) VERSUS HOW RELATED WAS MAIN JOB DURING ENROLMENT TO PROGRAM OR COURSE TAKEN (Question 7)

```
                     Q7
             COUNT I
           ROW PCT IDEF RELA RELATED  NOT RELA   ROW
                   ITED               TED        TOTAL
                   I      2 I      3 I      4 I
Q6         --------I--------I--------I--------I
                 1 I     90 I     51 I     76 I    217
  NO               I   41.4 I   23.6 I   35.0 I    5.5
                  -I--------I--------I--------I
                 2 I    157 I    156 I    293 I    607
  <15 HRS PER WK   I   25.9 I   25.7 I   48.3 I   15.4
                  -I--------I--------I--------I
                 3 I    111 I    109 I    132 I    351
  15-29 HRS PER WK I   31.5 I   31.0 I   37.6 I    8.9
                  -I--------I--------I--------I
                 4 I   1121 I   1064 I    570 I   2756
  >=30 HRS PER WK  I   40.7 I   38.6 I   20.7 I   70.1
                  -I--------I--------I--------I
            COLUMN     1479     1380     1072     3931
             TOTAL     37.6     35.1     27.3    100.0

RAW CHI SQUARE =   228.88673 WITH     6 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.17063
```

Table 29

GRADUATION STATUS
(Question 9 - Column Percentages)

```
                   Q29
           COUNT  I
         COL PCT  IMALE       FEMALE      ROW
                  I                       TOTAL
                  I     1  I     2  I
Q9        --------I--------I--------I
               1  I   675  I   764  I   1439
  GOT DIPLOMA     I  34.2  I  27.3  I   30.1
                 -I--------I--------I
               2  I    45  I    79  I    124
  NOT APPLIED GRAD I   2.3  I   2.8  I    2.6
                 -I--------I--------I
               3  I   157  I   269  I    426
  COMPLETED COURSE I   8.0  I   9.6  I    8.9
                 -I--------I--------I
               4  I  1098  I  1687  I   2785
  NOT COMPLETED   I  55.6  I  60.3  I   58.3
                 -I--------I--------I
          COLUMN     1976      2799      4775
           TOTAL     41.4      58.6     100.0
```

```
                   AGE
           COUNT  I
         COL PCT  ICOLLEGE   ADULT        ROW
                  I                       TOTAL
                  I     1  I     2  I
Q9        --------I--------I--------I
               1  I   605  I   833  I   1438
  GOT DIPLOMA     I  38.1  I  26.0  I   30.0
                 -I--------I--------I
               2  I    69  I    55  I    124
  NOT APPLIED GRAD I   4.4  I   1.7  I    2.6
                 -I--------I--------I
               3  I   127  I   307  I    434
  COMPLETED COURSE I   8.0  I   9.6  I    9.0
                 -I--------I--------I
               4  I   785  I  2011  I   2795
  NOT COMPLETED   I  49.5  I  62.7  I   58.3
                 -I--------I--------I
          COLUMN     1586      3206      4792
           TOTAL     33.1      66.9     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

A slightly higher percentage of males reported receiving their diploma or certificate than compared to females (34.2% versus 27.3% respectively). In contrast, a higher percentage of females had not completed all their desired courses (60.3% of females, 55.6% of males). Similar results were evident for the two age categories of students. College age students had higher graduation rates than adult age students (38.1% compared to 26.0%) while adult age students had higher non-completion rates (62.7% compared to 49.5%).

Over one half of full-time students (57.3%) had graduated, whereas less than one-fifth of part-time students (17.9%) had graduated (see *Table 30*). On an institutional basis (Appendix Report #1), the highest graduation rates occurred for students from BCIT - Days (72.7%), Camosun (54.0%), Selkirk (46.7%) and Emily Carr (46.6%). The non-completion rates were highest at the Open Learning Institute (78.7%), and BCIT - Night (65.4%). While two of these institutions had the highest percentages of part-time students, which might partially explain the high non-completion rates, other institutions with high part-time enrolments had lower non-completion rates.

On a program basis (Appendix Report #2), non-completion rates were highest in Business Administration - 1 Year and Night (75.8% and 72.2% respectively), Personal Services - Night (68.5%) and Electrical - 1 Year (64.1%).

Table 31 shows a cross tabulation of the students' graduation status with their future educational plans (Question 27). As might be expected, students who had not completed all the courses they had intended to take were more likely than students who had graduated to indicate they planned to take further courses in their field of training (56.8% compared to 43.6%). Those who reported they had completed all the courses they had intended to take were the most likely to indicate they were basically finished with their post-secondary education and would only take the occasional course for general interest (30.8%).

Table 30

CROSS-TABULATION OF RESPONSES GRADUATION STATUS (Question 9) VERSUS ENROLMENT STATUS (Question 1)

```
                    Q1
            COUNT  I
           COL PCT IFULL-TIM PART-TIM    ROW
                   IE        E          TOTAL
                   I      1 I       2 I
Q9         --------I--------I--------I
                 1 I   838  I   588  I  1427
  GOT DIPLOMA      I  57.3  I  17.9  I  30.1
                  -I--------I--------I
                 2 I    81  I    42  I   123
  NOT APPLIED GRAD I   5.6  I   1.3  I   2.6
                  -I--------I--------I
                 3 I    92  I   337  I   429
  COMPLETED COURSE I   6.3  I  10.3  I   9.1
                  -I--------I--------I
                 4 I   451  I  2313  I  2764
  NOT COMPLETED    I  30.8  I  70.5  I  58.3
                  -I--------I--------I
           COLUMN     1463     3280     4743
            TOTAL     30.8     69.2    100.0

RAW CHI SQUARE =   884.69513 WITH     3 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.43187
```

Table 31

CROSS-TABULATION OF RESPONSES
GRADUATION STATUS (Question 9)
VERSUS FUTURE EDUCATIONAL PLANS (Question 27)

```
                  QTSEVEN1
            COUNT I
          ROW PCT IFURTHER  KEEP UP- EDUC-OTH GENERAL  NO MORE    ROW
                  IEDUCATIO TO-DATE  ER FIELD INTEREST TRAINING  TOTAL
                  I     1  I     2  I     3  I     4  I     5  I
Q9        --------I--------I--------I--------I--------I--------I
                1 I   614  I   583  I   476  I   236  I    48  I  1957
  GOT DIPLOMA     I  43.6  I  41.4  I  33.8  I  16.8  I   3.4  I  30.3
                 -I--------I--------I--------I--------I--------I
                2 I    61  I    54  I    30  I    24  I    10  I   178
  NOT APPLIED GRAD I  49.6  I  43.9  I  24.4  I  19.5  I   8.1  I   2.8
                 -I--------I--------I--------I--------I--------I
                3 I   111  I   161  I   104  I   124  I    28  I   528
  COMPLETED COURSE I  27.5  I  40.0  I  25.8  I  30.8  I   6.9  I   8.2
                 -I--------I--------I--------I--------I--------I
                4 I  1525  I   770  I  1087  I   378  I    47  I  3807
  NOT COMPLETED   I  56.8  I  28.7  I  40.5  I  14.1  I   1.8  I  58.8
                 -I--------I--------I--------I--------I--------I
           COLUMN    2312     1569     1696      762      132     6470
            TOTAL    50.1     34.0     36.7     16.5      2.9    100.0

RAW CHI SQUARE =   273.43643 WITH    12 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.11869
```

```
                  Q27R
            COUNT I
          ROW PCT INO RESPO SOME RES   ROW
                  INSE      PONSE     TOTAL
                  I     1  I     2  I
Q9        --------I--------I--------I
                1 I    31  I  1408  I  1439
  GOT DIPLOMA     I   2.2  I  97.8  I  30.0
                 -I--------I--------I
                2 I     1  I   123  I   124
  NOT APPLIED GRAD I   1.1  I  98.9  I   2.6
                 -I--------I--------I
                3 I    30  I   403  I   434
  COMPLETED COURSE I   7.0  I  93.0  I   9.0
                 -I--------I--------I
                4 I   112  I  2685  I  2797
  NOT COMPLETED   I   4.0  I  96.0  I  58.3
                 -I--------I--------I
           COLUMN     175     4619     4794
            TOTAL     3.7     96.3    100.0

    1 OUT OF     8 ( 12.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  4.555
RAW CHI SQUARE =    26.28414 WITH     3 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.07404
```

Note: Since multiple responses to Question 27 were acceptable, percentages in the upper portion of the table have been calculated based upon the actual number of individuals providing "some responses" as reported in the lower portion of the table.

3.2 Reasons For Not Completing Requirements for Graduation (Question 10)

Students who had not completed all the course requirements for post-secondary graduation were asked in Question 10 to indicate the major reasons for their non-completion. As Question 10 allowed them to check off as many reasons as applied to their situation, individuals may have responded more than once in the upper portion of *Table 32.* Thus the summation of N's represents total responses rather than respondents. However the frequency percentages have been calculated on the basis of the number of individuals actually responding to Question 10, as shown in the lower portion of *Table 32*, and therefore do represent % of respondents.

Out of the 4,951 students shown in the lower portion of *Table 32*, 1,610 (32.5%) responded to the first option of Question 10, indicating the question was not applicable to them since they had completed all course requirements. This figure of 1,610 is reasonably consistent with the 1,562 shown in the previous section, Question 9, as being eligible for or having actually received their graduation certificate or diploma. A further 550 students did not respond to Question 10. The remaining 2,792 students did respond, many responding to more than option and thereby producing the total of 5,866 responses shown in the top section of *Table 32.*

The most often cited reasons were "family obligations" (25.3% of respondents), "lacked adequate finances" (23.7%), "heavy workload" (20.2%) and a "change of career goals" (17.7%). "Dissatisfaction with the institution" was indicated by 7.1% of respondents. However, comments concerning the program were expressed in several ways: "courses too difficult" (6.6%); "courses too easy" (5.1%); "workload too heavy" (20.2%); "program not what they thought it would be" (12.3%); and "wanted to take a different program" (5.2%). While levels of dissatisfaction may

Table 32

REASONS FOR NOT COMPLETING REQUIREMENTS FOR GRADUATION
(Question 10 - Column Percentage)

QTEN (COUNT COL PCT)	Q29 MALE 1	FEMALE 2	ROW TOTAL
1 NOT APPLICABLE	731 30.0	878 25.7	1609 27.5
2 MET OBJECTIVES	158 14.4	236 14.0	393 14.1
3 FOUND JOB	76 6.9	134 8.0	211 7.6
4 NO MONEY	295 26.8	367 21.8	662 23.8
5 FAMILY OBLIGATIO	205 18.6	499 29.7	704 25.3
6 FEW JOBS	100 9.1	108 6.4	208 7.5
7 TOO DIFFICULT	104 9.5	80 4.8	184 6.6
8 HEAVY WORKLOAD	212 19.3	349 20.8	561 20.2
9 COURSES TOO EASY	55 5.0	88 5.2	143 5.1
10 UNHAPPY WTH PROG	147 13.4	197 11.7	343 12.3
11 CHANGED GOALS	207 18.8	287 17.1	494 17.8
12 DIFFERENT PROGRA	54 4.9	87 5.2	141 5.1
13 UNHAPPY WTH INST	93 8.5	106 6.3	199 7.2
COLUMN TOTAL	2437 41.6	3416 58.4	5853 100.0

QTEN (COUNT COL PCT)	AGE COLLEGE 1	ADULT 2	ROW TOTAL
1 NOT APPLICABLE	702 35.1	909 23.5	1611 27.5
2 MET OBJECTIVES	79 9.9	317 15.9	397 14.2
3 FOUND JOB	97 12.2	113 5.7	210 7.5
4 NO MONEY	197 24.7	465 23.3	662 23.7
5 FAMILY OBLIGATIO	92 11.5	615 30.8	707 25.3
6 FEW JOBS	70 8.8	138 6.9	208 7.4
7 TOO DIFFICULT	94 11.8	90 4.5	184 6.6
8 HEAVY WORKLOAD	152 19.0	413 20.7	564 20.[illegible]
9 COURSES TOO EASY	47 5.9	96 4.8	143 5.1
10 UNHAPPY WTH PROG	171 21.4	172 8.6	343 12.3
11 CHANGED GOALS	199 24.9	295 14.8	494 17.7
12 DIFFERENT PROGRA	44 5.5	101 5.1	145 5.2
13 UNHAPPY WTH INST	58 7.3	141 7.1	199 7.1
COLUMN TOTAL	2002 34.1	3866 65.9	5868 100.0

Q10R (COUNT COL PCT)	Q29 MALE 1	FEMALE 2	ROW TOTAL
1 RESPONDED #1	729 35.7	877 30.3	1607 32.6
2 NO RESPONSE	213 10.4	337 11.6	550 11.1
3 OTHER THAN #1	1100 53.9	1680 58.0	2779 56.3
COLUMN TOTAL	2042 41.4	2894 58.6	4936 100.0

Q10R (COUNT COL PCT)	AGE COLLEGE 1	ADULT 2	ROW TOTAL
1 RESPONDED #1	702 42.4	908 27.5	1610 32.5
2 NO RESPONSE	154 9.3	396 12.0	550 11.1
3 OTHER THAN #1	798 48.3	1994 60.5	2792 56.4
COLUMN TOTAL	1654 33.4	3297 66.6	4951 100.0

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Since multiple responses to Question 10 were acceptable, percentages in the upper portion of the table have been calculated based upon the actual number of individuals providing "some responses" as reported in the lower portion of the table.

be somewhat disappointing to the institutions, they were not the prime areas of discontent, as results presented later in this chapter (Section 7.0) will show.

A comparison of responses cited above was made with those reported in the earlier Cross-Sectional Follow-Up Study of 1979 career/technical students. While most categories had similar response rates, "lacked adequate finances" jumped from 12.3% of 1979 respondents to 23.7% of 1981 respondents and "found employment" dropped from 13.6% to 7.5%. These changes are perhaps indicative of the troubled B.C. economy during 1982-1983. A few other response rate differences, while not as large, are also of interest. The percentage of students indicating their reason for leaving as "program not what they thought it would be" dropped from 16.2% to 12.2% for the 1979 and 1981 cohorts respectively, as did the percentages indicating "wanted to take a different program" (from 8.4% to 5.2%). Perhaps this is a reflection of better information being provided to students prior to their registration or a result of fiscal restraint in the institution which has limited the opportunities for students to change programs.

Returning to the 1981 students, differences were evident between male and female responses. The most notable were the higher percentages of males indicating "lack of adequate finances" (26.8% males versus 21.9% females), "employment opportunities for graduates seemed poor" (9.1% versus 6.4%), and "courses too difficult" (9.5% versus 4.8%). A higher percentage of females indicated "family obligations" as the reason for non-completion (29.7% females versus 18.6% males).

Age was also an important factor. Adult age students were more likely than college age students to respond "family obligations" (30.8% versus 11.7%) or "had met objectives for enrolling" (15.9% versus 10.0%). On the other hand, college age students were more likely than adult age students to list "program not what they thought it would be" (21.7% versus 8.6%), "change of career goals" (25.2% versus 14.8%), "found courses too difficult" (11.9% versus 4.5%), and "found employment" (12.3% versus 5.7%).

On an institutional basis (Appendix Report #1), "family obligations" was selected by the highest or second highest number of respondents at each institution. The only exceptions to this were Camosun (where it placed third highest), BCIT - Day and Emily Carr. At these last two institutions, "family obligations" ranked much lower. "Lacked adequate finances" appeared as the next most popular reason for non-completion, ranking as one of the top three at each institution except North Island, East Kootenay and Open Learning, where it placed fourth. "Workload too heavy" was the next most often cited reason at half of the institutions, with "program not what I thought it would be" being cited next most often at the remaining institutions.

While "family obligations" and "lacked adequate finances" ranked as major reasons in the majority of programs, this was not the case in the Renewable Resources, Engineering or Electrical areas (except 1-year Electrical programs) (Appendix Report #2). Instead, students from these areas generally indicated "workload too heavy," "program not what I thought it would be" or "courses too difficult." While many other variations were evident for individual program areas, no clear pattern of responses emerged.

Table 33 provides a cross-tabulation of reasons for not completing graduation requirements with main objectives for attending (Question 2). Students who were attending "for personal interest" were more likely than students having other objectives to indicate "met their objectives for enrolling" as one of their main reasons for leaving. Similarly, students who attended "to decide on a career" or for "transfer to a technical institute or college" were more likely than other students to indicate they had "changed their career goals."

Table 33

CROSS-TABULATION OF RESPONSES
MAIN OBJECTIVE FOR ATTENDING (Question 2)
VERSUS REASONS FOR NOT COMPLETING REQUIREMENTS
FOR GRADUATION (Quesiton 10)

```
                  QTEN
            COUNT I
          ROW PCT INOT APPL MET OBJE FOUND JO NO MONEY FAMILY O FEW JOBS TOO DIFF HEAVY WO COURSES  UNHAPPY  CHANGED  DIFFEREN UNHAPPY      ROW
                  IICABLE   CTIVES   B                 BLIGATIO          ICULT    RKLOAD   TOO EASY WTH PROG GOALS    T PROGRA WTH INST    TOTAL
                  I      1 I      2 I      3 I      4 I      5 I      6 I      7 I      8 I      9 I     10 I     11 I     12 I     13 I
Q2        --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                1 I    669 I     61 I     59 I    153 I    100 I     85 I     60 I    107 I     20 I     83 I     89 I     16 I     44 I   1547
 LEARN JOB SKILLS I   43.3 I   11.1 I   10.7 I   27.8 I   18.2 I   15.5 I   10.9 I   19.5 I    3.6 I   15.1 I   16.2 I    2.9 I    8.0 I   27.9
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                2 I    208 I     41 I     16 I     98 I     98 I     23 I     20 I     73 I     27 I     28 I     56 I     20 I     19 I    726
 COMPLETE CERTIF  I   28.6 I   13.0 I    5.1 I   31.1 I   31.1 I    7.3 I    6.3 I   23.2 I    8.6 I    8.9 I   17.8 I    6.3 I    6.0 I   13.1
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                3 I    274 I    153 I     42 I    163 I    242 I     28 I     42 I    215 I     54 I     89 I    113 I     50 I     73 I   1537
 IMPROVE SKILLS   I   17.8 I   17.9 I    4.9 I   19.1 I   28.3 I    3.3 I    4.9 I   25.1 I    6.3 I   10.4 I   13.2 I    5.8 I    8.5 I   27.7
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                4 I    175 I      4 I     39 I     91 I     60 I     47 I     28 I     57 I     14 I     69 I    109 I     17 I     20 I    731
 DECIDE ON CAREER I   23.9 I    1.2 I   12.0 I   28.0 I   18.5 I   14.5 I    8.6 I   17.5 I    4.3 I   21.2 I   33.5 I    5.2 I    6.2 I   13.2
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                5 I     12 I      4 I      6 I      8 I      8 I      8 I      4 I      0 I      1 I      2 I      7 I      0 I      5 I     64
 STUDY TIL JOB AV I   18.3 I   10.5 I   15.8 I   21.1 I   21.1 I   21.1 I   10.5 I    0.0 I    2.6 I    5.3 I   18.4 I    0.0 I   13.2 I    1.2
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                6 I    140 I     88 I     22 I     59 I    126 I     11 I     25 I     62 I     15 I     39 I     57 I     19 I     13 I    679
 PERSONL INTEREST I   20.6 I   22.6 I    5.7 I   15.2 I   32.4 I    2.8 I    6.4 I   15.9 I    3.9 I   10.0 I   14.7 I    4.9 I    3.3 I   12.3
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                7 I     15 I      7 I      0 I      7 I      1 I      1 I      2 I      4 I      4 I      3 I     11 I      2 I      2 I     60
 TRANSF TO INST   I   24.2 I   17.5 I    0.0 I   17.5 I    2.5 I    2.5 I    5.0 I   10.0 I   10.0 I    7.5 I   27.5 I    5.0 I    5.0 I    1.1
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                8 I     24 I      1 I      4 I     11 I     11 I      2 I      1 I      5 I      2 I      3 I      8 I      9 I      2 I     85
 TRANSF TO UNIV   I   28.7 I    2.3 I    9.1 I   25.0 I   25.0 I    4.5 I    2.3 I   11.4 I    4.5 I    6.8 I   18.2 I   20.5 I    4.5 I    1.5
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                9 I     28 I     11 I      2 I     15 I     13 I      0 I      0 I     14 I      0 I      8 I      8 I      4 I      1 I    103
 COMPLETE TRAININ I   26.6 I   18.6 I    3.4 I   25.4 I   22.0 I    0.0 I    0.0 I   23.7 I    0.0 I   13.6 I   13.6 I    6.8 I    1.7 I    1.9
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
               10 I      0 I      1 I      1 I      0 I      0 I      1 I      0 I      0 I      0 I      1 I      1 I      1 I      0 I      7
 PREP FOR ADV ED  I    0.0 I   25.0 I   25.0 I    0.0 I    0.0 I   25.0 I    0.0 I    0.0 I    0.0 I   25.0 I   25.0 I   25.0 I    0.0 I    0.1
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           COLUMN     1545      371      192      606      660      205      182      538      136      324      461      140      180     5540
            TOTAL     27.9     14.2      7.3     23.1     25.2      7.8      6.9     20.5      5.2     12.4     17.6      5.3      6.9

RAW CHI SQUARE =   797.20841 WITH   108 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.12645

(CONTINUED)
```

```
                       Q1OR
              COUNT  I
            ROW PCT  IRESPONDE NO RESPO OTHER TH   ROW
                      ID #1    NSE      AN #1      TOTAL
                     I    1   I    2   I    3   I
Q2           --------I--------I--------I--------I
                   1 I   668  I   118  I   550  I   1336
   LEARN JOB SKILLS  I  50.0  I   8.8  I  41.2  I   28.7
                    -I--------I--------I--------I
                   2 I   208  I    59  I   315  I    582
   COMPLETE CERTIF   I  35.8  I  10.1  I  54.1  I   12.5
                    -I--------I--------I--------I
                   3 I   274  I   169  I   855  I   1298
   IMPROVE SKILLS    I  21.1  I  13.0  I  65.9  I   27.9
                    -I--------I--------I--------I
                   4 I   174  I    44  I   325  I    544
   DECIDE ON CAREER  I  32.1  I   8.1  I  59.8  I   11.7
                    -I--------I--------I--------I
                   5 I    12  I     4  I    38  I     54
   STUDY TIL JOB AV  I  21.9  I   6.8  I  71.3  I    1.2
                    -I--------I--------I--------I
                   6 I   140  I    63  I   389  I    592
   PERSONL INTEREST  I  23.7  I  10.6  I  65.7  I   12.7
                    -I--------I--------I--------I
                   7 I    15  I    12  I    40  I     66
   TRANSF TO INST    I  22.0  I  17.5  I  60.5  I    1.4
                    -I--------I--------I--------I
                   8 I    24  I     8  I    44  I     76
   TRANSF TO UNIV    I  32.0  I  10.2  I  57.9  I    1.6
                    -I--------I--------I--------I
                   9 I    28  I    12  I    59  I     98
   COMPLETE TRAININ  I  28.0  I  12.0  I  60.0  I    2.1
                    -I--------I--------I--------I
                  10 I     0  I     4  I     4  I      9
   PREP FOR ADV ED   I   0.0  I  50.0  I  50.0  I    0.2
                    -I--------I--------I--------I
             COLUMN     1543       491      2621      4655
              TOTAL     33.1      10.5      56.3     100.0

RAW CHI SQUARE =   317.47202 WITH    18 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.18467
```

Note: Q2 Response Option 10 -

The follow-up questionnaire used for VCC students had an additional response option "preparation for advanced education".

Since multiple responses to Question 10 were acceptable, percentages in the upper portion of the table have been calculated based upon the actual number of individuals providing "some responses" as reported in the lower portion of the table.

4.0 CURRENT ACTIVITY

Five items on the Information Sheet were related to the students' current activity or their activity since leaving their post-secondary institution. These included Questions 11, 12, 13, 14 and 15. The responses to these questions are reported in this section.

4.1 Sought Employment Related to Training (Question 11)

Table 34 provides the results to Question 11 on the Information Sheet which asked "Since leaving your post-secondary institution, did you seek employment related to your training?" Some 401 students responded (upper portion of *Table 34*) that the question was not applicable to them since they were still attending their post-secondary institution. Since the target population for the survey included only those students who were no longer enrolled as of September, 1982, it would therefore appear that these students re-enrolled after September, 1982[2].

A further 1,736 students indicated that, after leaving school, they continued to work in a previously held job. Therefore, out of a total of 4,897 students responding to this question, only 2,759 were in a position to actually seek employment related to their training. Of this number, 1,930 (70%) sought related employment while 829 (30%) did not.

---

[2] While the file of September, 1982 student records which was requested from each institution was supposed to include all program areas, a few institutions could not provide records for vocational programs. Thus, it is possible that the target population included a few students who transferred from a career/technical program to a vocational program and were therefore still enrolled as of September, 1982. However, this would not account for the majority of these 401 students.

Table 34

DID YOU SEEK EMPLOYMENT RELATED TO YOUR TRAINING?
(Question 11 - Column Percentages)

```
                    Q29
            COUNT  I
          COL PCT  IMALE      FEMALE      ROW
                   I                      TOTAL
                   I      1  I      2  I
Q11        --------I---------I---------I
                1  I    178  I    219  I    398
  STILL IN SCHOOL  I    8.8  I    7.7  I    8.2
                  -I---------I---------I
                2  I    678  I   1050  I   1729
  ALREADY EMPLOYED I   33.5  I   36.8  I   35.4
                  -I---------I---------I
                3  I    850  I   1079  I   1929
  YES              I   41.9  I   37.8  I   39.5
                  -I---------I---------I
                4  I    319  I    506  I    826
  NO               I   15.8  I   17.7  I   16.9
                  -I---------I---------I
           COLUMN      2026       2855      4881
            TOTAL      41.5       58.5     100.0
```

```
                    AGE
            COUNT  I
          COL PCT  ICOLLEGE   ADULT       ROW
                   I                      TOTAL
                   I      1  I      2  I
Q11        --------I---------I---------I
                1  I    170  I    231  I    401
  STILL IN SCHOOL  I   10.4  I    7.1  I    8.2
                  -I---------I---------I
                2  I    340  I   1396  I   1736
  ALREADY EMPLOYED I   20.7  I   42.9  I   35.4
                  -I---------I---------I
                3  I    858  I   1072  I   1930
  YES              I   52.3  I   32.9  I   39.4
                  -I---------I---------I
                4  I    272  I    557  I    829
  NO               I   16.6  I   17.1  I   16.9
                  -I---------I---------I
           COLUMN      1640       3257      4897
            TOTAL      33.5       66.5     100.0
```

```
                    Q29
            COUNT  I
          COL PCT  IMALE      FEMALE      ROW
                   I                      TOTAL
                   I      1  I      2  I
Q11        --------I---------I---------I
                3  I    850  I   1079  I   1929
  YES              I   72.7  I   68.1  I   70.0
                  -I---------I---------I
                4  I    319  I    506  I    826
  NO               I   27.3  I   31.9  I   30.0
                  -I---------I---------I
           COLUMN      1169       1585      2755
            TOTAL      42.4       57.6     100.0
```

```
                    AGE
            COUNT  I
          COL PCT  ICOLLEGE   ADULT       ROW
                   I                      TOTAL
                   I      1  I      2  I
Q11        --------I---------I---------I
                3  I    858  I   1072  I   1930
  YES              I   75.9  I   65.8  I   69.9
                  -I---------I---------I
                4  I    272  I    557  I    829
  NO               I   24.1  I   34.2  I   30.1
                  -I---------I---------I
           COLUMN      1130       1629      2760
            TOTAL      41.0       59.0     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Percentages in the upper portion of the table are based on the total N. Percentages in the lower portion of the table are based on the total N less those responding to options Nos. 1 and 2.

It is interesting to note that the above 70-30 percentage split between those who did seek related employment and those who did not is nearly identical to the 72-28 split determined in the Cross-Sectional Follow-Up Study of 1979 career/technical students.

In the lower portion of *Table 34* it can be observed that a slightly higher percentage of males compared to females sought related employment (72.7% versus 68.1%). Similarly, a higher percentage of college age students compared to adult age students sought related employment (75.9% versus 65.8%). Full-time students (85.6%) were far more likely to seek employment related to their training than were part-time students (56.1%) (see *Table 35*).

On an institutional basis (Appendix Report #1), the following institutions had over four-fifths of their students, who were in a position to seek employment, actually look for related employment: BCIT - Day (88.3%), Douglas (86.5%), Camosun (82.6%) and Malaspina (80.7%). Institutions having the lowest percentages were Open Learning (54.4%), North Island (58.3%) and East Kootenay (59.5%).

Program areas having the lowest percentages of students seek related employment (Appendix Report #2) were Fine Arts - 2 Year (49.5%), Personal Services - Night (53.5%), Business Administration - 1 Year and Night (55.0% and 59.1% respectively) and Electrical - 1 Year (55.6%). Programs having the highest percentages were Engineering - 2 Year (92.8%), Health - Night (93.8%), Electrical - 2 Year (92.3%), Mechanics - Day (90.6%), and Commercial Art - Day (90.6%).

Table 35

CROSS-TABULATION OF RESPONSES
DID YOU SEEK EMPLOYMENT RELATED TO YOUR TRAINING (Question 11)
VERSUS ENROLMENT STATUS (Question 1)

```
                    Q1
           COUNT   I
         COL PCT   IFULL-TIM PART-TIM    ROW
                   IE        E           TOTAL
                   I     1   I     2   I
Q11        --------I---------I---------I
               3   I  1060   I   786   I  1846
  YES              I  85.6   I  56.1   I  69.9
                  -I---------I---------I
               4   I   178   I   615   I   793
  NO               I  14.4   I  43.9   I  30.1
                  -I---------I---------I
          COLUMN      1238      1401      2640
           TOTAL      46.9      53.1     100.0

CORRECTED CHI SQUARE =   270.32904 WITH 1 DEGREE OF FREEDOM.  SIGNIFICANCE =  0.0000
      RAW CHI SQUARE =   271.72937 WITH 1 DEGREE OF FREEDOM.  SIGNIFICANCE =  0.0000
PHI =    0.32084
```

4.2 Institution and Program of Current Attendance (Question 12)

For the students who were currently attending a post-secondary institution, Question 12 asked for the name of the institution and the program in which they were enrolled. A total of 1,113 students responded to this question (*Table 36*). BCIT Night was listed most frequently (36.1%), with UBC (10.2%), VCC (8.2%) and Douglas (4.1%) being listed next most often. "Other B.C. Institutions" accounted for 10.3% of the respondents while out of province institutions accounted for 3.7%.

In Appendix Report #1, it can be seen that the vast majority of students had re-enrolled at their original institution. In addition, transfers to BCIT Night from Camosun, Douglas, Kwantlen, Malaspina, Okanagan and Selkirk were reasonably common, as were transfers to UBC and VCC from Capilano, Kwantlen, BCIT - Day and BCIT Night. Transfers from BCIT to SFU were also fairly common.

Table 37 lists the specific discipline clusters identified by the students. Slightly fewer students responded to this part of Question 12 (1,064 students). The Managerial area was indicated most often (42.1%) while the Social Sciences (7.1%), Electrical-Electronics (5.8%) and Health (5.2%) were the next most frequent.

Appendix Report #2 shows that, as might be expected, students usually re-enrolled either within the same discipline cluster or in a related discipline. For example, program changes occurred from Engineering to Science, from Health to Nursing, and from Business Administration to Social Sciences. The area of Personal Services had the highest rate and diversity of program changes, to areas such as Managerial, Legal and Social Services, Education, Fine Arts, Humanities and Social Sciences.

Table 36

INSTITUTION OF CURRENT ATTENDANCE
(Question 12 - Column Percentages)

Q12A	COUNT COL PCT	Q2B MALE 1	 FEMALE 2	ROW TOTAL
CAMOSUN	1	13 2.8	13 2.2	27 2.4
CAPILANO	2	4 0.8	26 4.2	30 2.7
CARIBOO	3	7 1.5	12 1.9	20 1.8
DOUGLAS	4	15 3.0	31 5.0	45 4.1
EAST KOOTENAY	5	5 1.0	4 0.6	9 0.8
FRASER VALLEY	6	2 0.3	7 1.1	8 0.7
KWANTLEN	7	3 0.6	11 1.7	14 1.2
MALASPINA	8	3 0.7	9 1.5	13 1.2
NEW CALEDONIA	9	2 0.4	3 0.5	5 0.4
NORTHERN LIGHTS	10	3 0.6	4 0.6	7 0.6
NORTH ISLAND	11	3 0.5	10 1.6	13 1.1
NORTHWEST	12	1 0.1	0 0.0	1 0.0
OKANAGAN	13	2 0.5	11 1.8	14 1.2
SELKIRK	14	3 0.5	2 0.3	4 0.4
VANCOUVER	15	40 8.2	52 8.3	92 8.3
BCIT-DAY	20	0 0.1	0 0.1	1 0.1
BCIT-NIGHT	21	199 41.1	195 31.2	394 35.6
EMILY CARR	22	1 0.2	4 0.7	5 0.5
OPEN LEARNING	25	11 2.3	21 3.4	33 3.0
PVI	26	14 3.0	2 0.3	16 1.5
SIMON FRASER	31	43 8.8	28 4.5	71 6.4
U.B.C.	32	35 7.2	78 12.6	113 10.2
U. VICTORIA	33	7 1.5	6 1.0	13 1.2
TRINITY WESTERN	44	1 0.1	0 0.0	1 0.0
DAVID THOMPSON	46	0 0.0	2 0.2	2 0.1
OTHER BC INST	47	41 8.5	74 11.8	115 10.4
ALBERTA	51	8 1.7	5 0.7	13 1.1
OTHER PROVINCE	52	13 2.6	10 1.5	22 2.0
WASHINGTON	53	4 0.7	1 0.1	4 0.4
OTHER U.S. STATE	54	2 0.3	1 0.2	3 0.2
OUTSIDE CAN & US	99	0 0.0	1 0.1	1 0.0
	COLUMN TOTAL	485 43.8	622 56.2	1107 100.0

Q12A	COUNT COL PCT	AGE COLLEGE 1	 ADULT 2	ROW TOTAL
CAMOSUN	1	14 3.1	13 2.0	27 2.4
CAPILANO	2	10 2.2	19 2.9	30 2.7
CARIBOO	3	9 2.0	11 1.6	20 1.8
DOUGLAS	4	27 5.9	19 2.8	45 4.1
EAST KOOTENAY	5	3 0.6	6 1.0	9 0.8
FRASER VALLEY	6	2 0.5	6 0.9	8 0.7
KWANTLEN	7	4 1.0	9 1.4	14 1.2
MALASPINA	8	5 1.1	8 1.2	13 1.2
NEW CALEDONIA	9	2 0.4	3 0.4	5 0.4
NORTHERN LIGHTS	10	3 0.6	3 0.5	6 0.5
NORTH ISLAND	11	6 1.2	7 1.1	13 1.1
NORTHWEST	12	1 0.1	0 0.0	1 0.0
OKANAGAN	13	7 1.6	6 1.0	14 1.2
SELKIRK	14	2 0.4	2 0.4	4 0.4
VANCOUVER	15	47 10.3	45 6.8	92 8.2
BCIT-DAY	20	1 0.2	0 0.0	1 0.1
BCIT-NIGHT	21	147 32.4	254 38.6	402 36.1
EMILY CARR	22	3 0.7	3 0.4	5 0.5
OPEN LEARNING	25	6 1.4	27 4.0	33 2.9
PVI	26	6 1.3	10 1.6	16 1.5
SIMON FRASER	31	30 6.6	42 6.3	71 6.4
U.B.C.	32	46 10.2	67 10.1	113 10.2
U. VICTORIA	33	3 0.7	10 1.6	13 1.2
TRINITY WESTERN	44	1 0.1	0 0.0	1 0.0
DAVID THOMPSON	46	1 0.1	1 0.2	2 0.1
OTHER BC INST	47	50 10.9	65 9.9	115 10.3
ALBERTA	51	9 2.0	4 0.6	13 1.1
OTHER PROVINCE	52	8 1.8	14 2.2	22 2.0
WASHINGTON	53	1 0.1	4 0.5	4 0.4
OTHER U.S. STATE	54	1 0.3	1 0.2	3 0.2
OUTSIDE CAN & US	99	1 0.1	0 0.0	1 0.0
	COLUMN TOTAL	454 40.8	659 59.2	1113 100.0

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Table 37

PROGRAM OF CURRENT ATTENDANCE
(Question 12 - Column Percentages)

Q12B	COUNT COL PCT	Q29 MALE 1	 FEMALE 2	ROW TOTAL
AGRICULTURE	11	3 0.6	4 0.6	6 0.6
RENEWABLE RESOUR	12	10 2.2	1 0.2	12 1.1
MARINE	14	0 0.1	4 0.7	5 0.4
LAND&AIR TRANSPO	15	0 0.0	5 0.9	5 0.5
ENGINEERING	21	15 3.3	1 0.2	16 1.5
ELECTRICAL-ELECT	22	56 12.1	5 0.9	61 5.8
MECHANICS	23	24 5.1	0 0.0	24 2.2
METAL TRADES	24	1 0.2	0 0.0	1 0.1
CONSTRUCTION	25	15 3.1	4 0.7	19 1.8
MANAGERIAL	31	196 42.1	244 41.2	440 41.6
BUSINESS TRAININ	32	2 0.5	18 3.0	20 1.9
COMMUNICATION	33	3 0.6	8 1.3	11 1.1
PERSONAL SERVICE	34	12 2.6	22 3.8	35 3.3
LEGAL&SOCIAL SER	41	19 4.0	28 4.7	46 4.4
NURSING	42	0 0.0	31 5.3	31 3.0
HEALTH	43	15 3.2	41 6.9	56 5.3
EDUCATION	44	8 1.7	30 5.0	38 3.6
FINE ARTS	51	7 1.5	43 7.3	50 4.7
HUMANITIES	52	1 0.3	6 1.0	7 0.7
SOCIAL SCIENCES	53	27 5.8	48 8.1	75 7.1
MATHEMATICS	54	14 3.0	13 2.2	27 2.6
SCIENCES	55	21 4.5	9 1.5	30 2.8
ENGLISH	56	9 1.9	20 3.4	29 2.7
BASIC ED & DEV	61	7 1.5	5 0.8	11 1.1
PERSONAL INTERES	62	0 0.0	2 0.3	2 0.2
COLUMN TOTAL		466 44.0	592 56.0	1058 100.0

Q12B	COUNT COL PCT	AGE COLLEGE 1	 ADULT 2	ROW TOTAL
AGRICULTURE	11	1 0.2	5 0.8	6 0.5
RENEWABLE RESOUR	12	11 2.4	1 0.2	12 1.1
MARINE	14	5 1.0	0 0.0	5 0.4
LAND&AIR TRANSPO	15	1 0.1	5 0.7	5 0.5
ENGINEERING	21	9 2.0	8 1.2	16 1.5
ELECTRICAL-ELECT	22	17 3.8	45 7.2	61 5.8
MECHANICS	23	5 1.1	19 3.0	24 2.2
METAL TRADES	24	1 0.1	0 0.1	1 0.1
CONSTRUCTION	25	14 3.2	5 0.7	19 1.8
MANAGERIAL	31	153 34.5	295 47.5	447 42.1
BUSINESS TRAININ	32	8 1.7	12 1.9	19 1.8
COMMUNICATION	33	7 1.5	5 0.7	11 1.1
PERSONAL SERVICE	34	21 4.7	14 2.2	35 3.3
LEGAL&SOCIAL SER	41	28 6.3	18 2.9	46 4.3
NURSING	42	16 3.6	15 2.4	31 2.9
HEALTH	43	22 4.9	34 5.5	56 5.2
EDUCATION	44	15 3.3	23 3.7	38 3.6
FINE ARTS	51	22 5.0	28 4.5	50 4.7
HUMANITIES	52	6 1.4	1 0.2	7 0.7
SOCIAL SCIENCES	53	42 9.4	34 5.4	75 7.1
MATHEMATICS	54	12 2.7	15 2.5	27 2.5
SCIENCES	55	19 4.4	11 1.8	30 2.9
ENGLISH	56	6 1.3	23 3.7	29 2.7
BASIC ED & DEV	61	6 1.4	5 0.8	11 1.1
PERSONAL INTERES	62	0 0.1	2 0.3	2 0.2
COLUMN TOTAL		444 41.7	620 58.3	1064 100.0

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

4.3 Current Activity (Question 13)

In Question 13, the students were asked to indicate the response which best described what they were currently doing. Responses included various categories of employed and unemployed, as well as student and full-time household duties. As shown in *Table 38*, a total of 3,646 students (76.8%) were currently employed. This employment rate is down ten percent from that recorded in the 1979 Cross-Sectional Follow-Up Study of career/technical students, a drop which, no doubt, reflects the current economic situation of the province. Some 9.5% were unemployed but seeking a job, a substantial increase over the 3.6% reported in the 1979 Study.

"Full-time employment" was reported by 59.4% of the respondents, "part-time" by 7.9%, and "employed and taking education" by 9.6%. Males were more likely than females to be employed full-time (61.8% compared to 57.7%), although the total employment rates were identical for the two groups. Adult age students were more likely than college age students to report full-time employment (62.7% compared to 52.7%) and had a slightly higher overall employment rate (79.1% versus 72.4%).

The percentage of students who were presently unemployed but seeking a job was slightly higher for males (10.7%) compared to females (8.6%) and higher for college age students (11.8%) compared to adult age students (8.4%). As might be expected, the percentage of students reporting full-time household/family duties was higher for females (6.7%) than for males (0.1%).

Institutions having the highest unemployment rates (i.e. unemployed but seeking a job) were: Selkirk (19.4%), Northern Lights (19.0%), BCIT - Day (15.6%), Kwantlen (15.3%) and Emily Carr (15.1%) (see Appendix Report #1). Program areas having the highest unemployment rates (see Appendix Report #2) were: Engineering - 2-Year (32.7%), Renewable Resources - 2 Year (25.4%), Mechanics - Day (21.2%) and Electrical - 2 Year (21.1%).

Table 38

CURRENT ACTIVITY
(Question 13 - Column Percentages)

```
                 Q29
         COUNT   I
       COL PCT   IMALE      FEMALE      ROW
                 I                      TOTAL
                 I      1  I      2  I
Q13      --------I---------I---------I
               1 I   1213  I   1598  I   2811
 EMPLOYED F-T    I   61.8  I   57.7  I   59.4
                -I---------I---------I
               2 I     96  I    281  I    377
 EMPLOYED P-T    I    4.9  I   10.1  I    8.0
                -I---------I---------I
               3 I    201  I    249  I    450
 EMPLOYED&SCHOOL I   10.3  I    9.0  I    9.5
                -I---------I---------I
               4 I     80  I     37  I    117
 LAID OFF        I    4.1  I    1.3  I    2.5
                -I---------I---------I
               5 I    209  I    239  I    448
 SEEKING JOB     I   10.7  I    8.6  I    9.5
                -I---------I---------I
               6 I     26  I     52  I     79
NOT SEEKING JOB  I    1.3  I    1.9  I    1.7
                -I---------I---------I
               7 I    105  I     93  I    197
 STUDENT F-T     I    5.3  I    3.3  I    4.2
                -I---------I---------I
               8 I     25  I     28  I     53
 STUDENT P-T     I    1.3  I    1.0  I    1.1
                -I---------I---------I
               9 I      3  I    187  I    189
HOUSEHOLD DUTIES I    0.1  I    6.7  I    4.0
                -I---------I---------I
              10 I      4  I      4  I      8
STUDENT -IMPLIED I    0.2  I    0.2  I    0.2
                -I---------I---------I
          COLUMN     1963      2767      4730
           TOTAL     41.5      58.5     100.0
```

```
                 AGE
         COUNT   I
       COL PCT   ICOLLEGE   ADULT       ROW
                 I                      TOTAL
                 I      1  I      2  I
Q13      --------I---------I---------I
               1 I    839  I   1978  I   2817
 EMPLOYED F-T    I   52.7  I   62.7  I   59.4
                -I---------I---------I
               2 I    128  I    247  I    375
 EMPLOYED P-T    I    8.0  I    7.8  I    7.9
                -I---------I---------I
               3 I    186  I    268  I    454
 EMPLOYED&SCHOOL I   11.7  I    8.5  I    9.6
                -I---------I---------I
               4 I     52  I     65  I    117
 LAID OFF        I    3.3  I    2.1  I    2.5
                -I---------I---------I
               5 I    188  I    264  I    452
 SEEKING JOB     I   11.8  I    8.4  I    9.5
                -I---------I---------I
               6 I     20  I     59  I     79
NOT SEEKING JOB  I    1.3  I    1.9  I    1.7
                -I---------I---------I
               7 I    127  I     74  I    201
 STUDENT F-T     I    8.0  I    2.4  I    4.2
                -I---------I---------I
               8 I     26  I     27  I     53
 STUDENT P-T     I    1.6  I    0.8  I    1.1
                -I---------I---------I
               9 I     24  I    165  I    189
HOUSEHOLD DUTIES I    1.5  I    5.2  I    4.0
                -I---------I---------I
              10 I      3  I      6  I      8
STUDENT -IMPLIED I    0.2  I    0.2  I    0.2
                -I---------I---------I
          COLUMN     1592      3153      4746
           TOTAL     33.6      66.4     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Q13 Response Option 10 -
If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the current activity was "student-implied".

Table 39 provides a cross tabulation of current activity with students' related work experience prior to enrolling (Question 5). Over one-half of students with no related work experience (52.2%) or less than one year of experience (57.7%) were employed full-time. In contrast, the corresponding figure for students having seven or more years of work experience was 71.0%.

Students who were employed full-time while enrolled at their post-secondary institution were also the most likely to be currently employed full-time (see *Table 40*). Three-quarters of these students (74.4%) were employed full-time, with a further 10.5% employed and taking education. In contrast, the full-time employment rate for those who did not hold a job during their enrolment was 38.7%.

Students who had received a graduation certificate or diploma were more likely to be employed full-time (63.1%) than those who had not completed all the courses they had intended to take (58.8%) (see *Table 41*). In addition, the unemployment rate for graduates (11.5%) was actually higher than for non-graduates (8.7%).

4.4 Employment Since Leaving (Question 14)

From Question 13's investigation of current activity, it was found that 1,099 of the 4,746 respondents were not employed at the time of the survey. Question 14 on the Information Sheet was addressed to these individuals, asking whether they had been employed at all since leaving their post-secondary institution. *Table 42* shows the responses to this question.

Table 39

CROSS-TABULATION OF RESPONSES
PRIOR WORK EXPERIENCE (Question 5)
VERSUS CURRENT ACTIVITY (Question 13)

Q5	COUNT ROW PCT	Q13 EMPLOYED F-T 1	EMPLOYED P-T 2	EMPLOYED &SCHOOL 3	LAID OFF 4	SEEKING JOB 5	NOT SEEKING JOB 6	STUDENT F-T 7	STUDENT P-T 8	HOUSEHOLD DUTIES 9	STUDENT -IMPLIED 10	ROW TOTAL
NONE	1	1005	157	187	46	228	42	122	28	102	6	1924
		52.2	8.1	9.7	2.4	11.8	2.2	6.3	1.5	5.3	0.3	40.8
< 1 YR	2	368	48	68	20	66	9	30	11	18	0	638
		57.7	7.5	10.6	3.1	10.4	1.5	4.6	1.7	2.8	0.1	13.5
1-2 YRS	3	496	60	59	20	54	6	30	8	18	0	752
		66.0	8.0	7.8	2.6	7.2	0.8	4.0	1.1	2.5	0.1	16.0
3-6 YRS	4	488	62	83	17	69	10	12	4	25	0	771
		63.3	8.0	10.8	2.2	9.0	1.3	1.6	0.5	3.2	0.1	16.3
>= 7 YRS	5	437	41	54	14	29	10	4	1	25	0	616
		71.0	6.7	8.8	2.2	4.7	1.7	0.6	0.1	4.1	0.0	13.1
YES	6	8	2	2	0	2	0	1	0	0	0	15
		51.4	11.4	14.3	0.0	11.4	0.0	8.6	0.0	2.9	0.0	0.3
	COLUMN TOTAL	2802	369	454	117	448	78	199	52	189	7	4716
		59.4	7.8	9.6	2.5	9.5	1.7	4.2	1.1	4.0	0.2	100.0

```
 14 OUT OF     60 ( 23.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   0.024
RAW CHI SQUARE =    173.65410 WITH    45 DEGREES OF FREEDOM.   SIGNIFICANCE =   0.0000
CRAMER'S V =   0.08581
```

Note: Q5 Response Option 6 -
The follow-up questionnaire used for VCC students allowed for only "yes" and "no" type responses.

Q13 Response Option 10 -
If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the current activity was "student-implied".

Table 40

CROSS-TABULATION OF RESPONSES
EMPLOYMENT STATUS WHILE ENROLLED (Question 6)
VERSUS CURRENT ACTIVITY (Question 13)

```
             Q13
        COUNT I
      ROW PCT IEMPLOYED EMPLOYED EMPLOYED LAID OFF SEEKING  NOT SEEK STUDENT  STUDENT  HOUSEHOL STUDENT     ROW
              I F-T      P-T     &SCHOOL           JOB      ING JOB  F-T      P-T      D DUTIES -IMPLIED   TOTAL
              I     1 I     2 I     3 I     4 I     5 I     6 I     7 I     8 I     9 I    10 I
6     --------I-------I-------I-------I-------I-------I-------I-------I-------I-------I-------I
            1 I   406 I    96 I    49 I    29 I   175 I    39 I    95 I    29 I   124 I     7 I  1049
 NO           I  38.7 I   9.1 I   4.6 I   2.8 I  16.7 I   3.7 I   9.1 I   2.8 I  11.9 I   0.6 I  22.6
             -I-------I-------I-------I-------I-------I-------I-------I-------I-------I-------I
            2 I   234 I    98 I    66 I    22 I    76 I    18 I    44 I     5 I    25 I     0 I   587
 <15 HRS PER WK I  39.9 I  16.7 I  11.2 I   3.7 I  12.9 I   3.0 I   7.4 I   0.8 I   4.2 I   0.1 I  12.7
             -I-------I-------I-------I-------I-------I-------I-------I-------I-------I-------I
            3 I   138 I    99 I    46 I     5 I    32 I     3 I     7 I     2 I    11 I     0 I   341
 15-29 HRS PER WK I  40.3 I  28.9 I  13.4 I   1.3 I   9.4 I   0.9 I   2.0 I   0.5 I   3.2 I   0.0 I   7.4
             -I-------I-------I-------I-------I-------I-------I-------I-------I-------I-------I
            4 I  1975 I    72 I   280 I    62 I   156 I    19 I    47 I    17 I    27 I     1 I  2655
 >=30 HRS PER WK I  74.4 I   2.7 I  10.5 I   2.3 I   5.9 I   0.7 I   1.8 I   0.6 I   1.0 I   0.0 I  57.3
             -I-------I-------I-------I-------I-------I-------I-------I-------I-------I-------I
       COLUMN    2753     364     440     117     440      78     193      53     188       8    4633
        TOTAL    59.4     7.9     9.5     2.5     9.5     1.7     4.2     1.1     4.0     0.2   100.0

   5 OUT OF    40 ( 12.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
INIMUM EXPECTED CELL FREQUENCY =  0.584
AW CHI SQUARE =  1151.25464 WITH    27 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
RAMER'S V =  0.28780
```

Note: Q13 Response Option 10 -
If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the current activity was "student-implied".

Table 41

CROSS-TABULATION OF RESPONSES
GRADUATION STATUS (Question 9)
VERSUS CURRENT ACTIVITY (Question 13)

```
                     Q13
              COUNT I
            ROW PCT IEMPLOYED  EMPLOYED  EMPLOYED  LAID OFF  SEEKING   NOT SEEK  STUDENT   STUDENT   HOUSEHOL  STUDENT      ROW
                    I F-T       P-T       &SCHOOL             JOB       ING JOB   F-T       P-T       D DUTIES  -IMPLIED   TOTAL
                    I       1  I       2  I       3  I       4  I       5  I       6  I       7  I       8  I       9  I      10  I
9         ----------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  1 I    887  I    123  I    110  I     35  I    162  I     29  I     36  I      7  I     16  I      1  I   1405
 GOT DIPLOMA        I   63.1  I    8.8  I    7.8  I    2.5  I   11.5  I    2.1  I    2.5  I    0.5  I    1.1  I    0.0  I   30.6
                   -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  2 I     49  I     19  I     10  I      1  I     15  I      1  I     20  I      1  I      5  I      0  I    120
 NOT APPLIED GRAD   I   40.6  I   15.6  I    8.1  I    0.9  I   12.7  I    1.1  I   16.5  I    0.4  I    3.7  I    0.4  I    2.6
                   -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  3 I    244  I     42  I     35  I      9  I     31  I      2  I     26  I      6  I     23  I      0  I    418
 COMPLETED COURSE   I   58.4  I   10.2  I    8.4  I    2.1  I    7.4  I    0.5  I    6.2  I    1.4  I    5.5  I    0.0  I    9.1
                   -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  4 I   1561  I    176  I    284  I     72  I    230  I     43  I    104  I     39  I    142  I      3  I   2655
 NOT COMPLETED      I   58.8  I    6.6  I   10.7  I    2.7  I    8.7  I    1.6  I    3.9  I    1.5  I    5.4  I    0.1  I   57.7
                   -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
             COLUMN     2740       361       439       116       438        76       185        53       185         4     4597
              TOTAL     59.6       7.9       9.5       2.5       9.5       1.7       4.0       1.1       4.0       0.1    100.0

  10 OUT OF     40 ( 25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
INIMUM EXPECTED CELL FREQUENCY =  0.113
AW CHI SQUARE =    168.09152 WITH    27 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
RAMER'S V =  0.11040
```

Note: Q13 Response Option 10 -
If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the current activity was "student-implied".

Table 42

HAVE YOU BEEN EMPLOYED SINCE LEAVING YOUR POST-SECONDARY INSTITUTION?
(Question 14 - Column Percentages)

```
                   Q29
           COUNT  I
         COL PCT  IMALE     FEMALE      ROW
                  I                     TOTAL
                  I     1  I     2  I
Q14       --------I--------I--------I
               1  I    66  I    87  I    153
 NOT APPLICABLE   I  14.7  I  13.5  I   14.0
                 -I--------I--------I
               2  I   213  I   213  I    427
 YES, F-T         I  47.3  I  33.2  I   39.0
                 -I--------I--------I
               3  I    17  I    53  I     70
 P-T 15-29 HRS    I   3.8  I   8.3  I    6.4
                 -I--------I--------I
               4  I    49  I    65  I    114
 P-T <15 HRS      I  10.9  I  10.1  I   10.4
                 -I--------I--------I
               5  I   105  I   224  I    329
 NO               I  23.3  I  34.8  I   30.1
                 -I--------I--------I
          COLUMN      451       642      1093
           TOTAL     41.3      58.7     100.0
```

```
                   AGE
           COUNT  I
         COL PCT  ICOLLEGE  ADULT       ROW
                  I                     TOTAL
                  I     1  I     2  I
Q14       --------I--------I--------I
               1  I   102  I    55  I    156
 NOT APPLICABLE   I  22.8  I   8.3  I   14.2
                 -I--------I--------I
               2  I   179  I   252  I    431
 YES, F-T         I  40.2  I  38.5  I   39.2
                 -I--------I--------I
               3  I    26  I    45  I     70
 P-T 15-29 HRS    I   5.7  I   6.9  I    6.4
                 -I--------I--------I
               4  I    42  I    72  I    114
 P-T <15 HRS      I   9.5  I  10.9  I   10.4
                 -I--------I--------I
               5  I    97  I   232  I    329
 NO               I  21.8  I  35.4  I   29.9
                 -I--------I--------I
          COLUMN      446       655      1100
           TOTAL     40.5      59.5     100.0
```

```
                   Q29
           COUNT  I
         COL PCT  IMALE     FEMALE      ROW
                  I                     TOTAL
                  I     1  I     2  I
Q14       --------I--------I--------I
               2  I   213  I   213  I    427
 YES, F-T         I  55.4  I  38.4  I   45.4
                 -I--------I--------I
               3  I    17  I    53  I     70
 P-T 15-29 HRS    I   4.4  I   9.6  I    7.5
                 -I--------I--------I
               4  I    49  I    65  I    114
 P-T <15 HRS      I  12.8  I  11.6  I   12.1
                 -I--------I--------I
               5  I   105  I   224  I    329
 NO               I  27.3  I  40.3  I   35.0
                 -I--------I--------I
          COLUMN      385       555       940
           TOTAL     41.0      59.0     100.0
```

```
                   AGE
           COUNT  I
         COL PCT  ICOLLEGE  ADULT       ROW
                  I                     TOTAL
                  I     1  I     2  I
Q14       --------I--------I--------I
               2  I   179  I   252  I    431
 YES, F-T         I  52.0  I  42.0  I   45.6
                 -I--------I--------I
               3  I    26  I    45  I     70
 P-T 15-29 HRS    I   7.4  I   7.5  I    7.5
                 -I--------I--------I
               4  I    42  I    72  I    114
 P-T <15 HRS      I  12.3  I  11.9  I   12.1
                 -I--------I--------I
               5  I    97  I   232  I    329
 NO               I  28.2  I  38.6  I   34.8
                 -I--------I--------I
          COLUMN      344       600       944
           TOTAL     36.5      63.5     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Percentages in the upper portion of the table are based on the total N. Percentages in the lower portion of the table are based on the total N less those responding to option No. 1.

Some 1,100 individuals responded to Question 14, and of this, 156 (14.2%) indicated the question was not applicable to them since they were still attending their institution. Of the remaining 944 respondents, just over one-third (34.8%) indicated they had not been employed at all since leaving their institution. Nearly half (45.6%) had been employed full-time, and the remaining 19.6% had been employed part-time.

Females were more likely than males to have not been employed at all since leaving their institution (40.3% compared to 27.3%). Similarly, adult age students were more likely than college age students (38.6% compared to 28.2%).

Table 43 shows a cross tabulation of responses to Question 5, concerning students related work experience prior to enrolling, with responses to their employment since leaving the institution. Students with no prior work experience related to their program were the most likely to indicate they had not been employed at all since leaving (42.7% with no experience versus an average 26.3% for those with experience).

Further analysis is presented in *Table 44* for those students who had no related work experience prior to enrolling in their program as had previously indicated by responding to Question 5 response 1. The graduation status of these students (Question 9) is tabulated against their employment since leaving their institution (Question 14). Students who had not completed all requirements for graduation were more likely to indicate that they had not been employed at all since leaving their institution compared to students who had received their graduation diploma or certificate (46.2% versus 34.8%).

For those students who had not been employed while enrolled at their post-secondary institution as had been indicated in Question 6 response 1, *Table 45* shows a tabulation of their

Table 43

CROSS-TABULATION OF RESPONSES
PRIOR WORK EXPERIENCE (Question 5)
VERSUS EMPLOYMENT SINCE LEAVING (Question 14)

```
                  Q14
            COUNT I
          ROW PCT IYES, F-T P-T 15-2 P-T <15  NO         ROW
                  I         9 HRS    HRS                TOTAL
                  I      2 I      3 I      4 I      5 I
Q5        --------I--------I--------I--------I--------I
                1 I    177 I     34 I     66 I    207 I   485
  NONE            I   36.6 I    7.1 I   13.7 I   42.7 I  51.5
                 -I--------I--------I--------I--------I
                2 I     72 I     12 I     17 I     34 I   135
  < 1 YR          I   53.2 I    8.6 I   12.8 I   25.4 I  14.4
                 -I--------I--------I--------I--------I
                3 I     67 I      9 I      9 I     36 I   121
  1-2 YRS         I   55.7 I    7.5 I    7.2 I   29.7 I  12.8
                 -I--------I--------I--------I--------I
                4 I     71 I     13 I      9 I     30 I   123
  3-6 YRS         I   58.0 I   10.5 I    7.3 I   24.3 I  13.1
                 -I--------I--------I--------I--------I
                5 I     43 I      2 I     13 I     20 I    78
  >= 7 YRS        I   54.9 I    2.5 I   16.4 I   26.1 I   8.3
                 -I--------I--------I--------I--------I
           COLUMN     430      70     114     327     941
            TOTAL    45.7     7.4    12.1    34.8   100.0

RAW CHI SQUARE =    48.67349 WITH    12 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.13129
```

Note: Only those students who were not employed at the time of the survey were asked to respond to Question 14.

Table 44

CROSS-TABULATION OF RESPONSES
FOR STUDENTS WHO HAD NO RELATED WORK EXPERIENCE
PRIOR TO ENROLLING (Question 5, Response 1):
GRADUATION STATUS (Question 9)
VERSUS EMPLOYMENT SINCE LEAVING (Question 14)

```
                    Q14
             COUNT  I
           ROW PCT  IYES, F-T P-T 15-2 P-T <15  NO          ROW
                    I         9 HRS    HRS                 TOTAL
                    I      2  I      3  I      4  I      5  I
Q9         ---------I---------I---------I---------I---------I
                 1  I     78  I     11  I     17  I     57  I    162
  GOT DIPLOMA       I   48.2  I    6.5  I   10.5  I   34.8  I   33.7
                   -I---------I---------I---------I---------I
                 2  I      1  I      1  I      0  I     10  I     12
  NOT APPLIED GRAD  I   12.1  I    4.6  I    0.0  I   83.2  I    2.4
                   -I---------I---------I---------I---------I
                 3  I      8  I      1  I     14  I     13  I     35
  COMPLETED COURSE  I   21.9  I    3.0  I   39.6  I   35.5  I    7.4
                   -I---------I---------I---------I---------I
                 4  I     89  I     22  I     35  I    126  I    272
  NOT COMPLETED     I   32.8  I    8.1  I   12.9  I   46.2  I   56.5
                   -I---------I---------I---------I---------I
            COLUMN       177        34        66       205       482
             TOTAL      36.7       7.1      13.8      42.5     100.0

    6 OUT OF     16 ( 37.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.820
RAW CHI SQUARE =    40.70237 WITH     9 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.16780
```

Note: Only those students who were not employed at the time of the survey were asked to respond to Question 14.

Table 45

CROSS-TABULATION OF RESPONSES FOR STUDENTS WHO HAD NOT BEEN EMPLOYED DURING THEIR ENROLMENT (Question 6, Response 1): GRADUATION STATUS (Question 9) VERSUS EMPLOYMENT SINCE LEAVING (Question 14)

```
                    Q14
             COUNT  I
           ROW PCT  IYES, F-T P-T 15-2 P-T <15  NO          ROW
                    I         9 HRS    HRS                  TOTAL
                    I       2 I       3 I       4 I       5 I
Q9         ---------I---------I---------I---------I---------I
                  1 I      58 I      10 I       7 I      59 I     134
  GOT DIPLOMA       I    43.1 I     7.3 I     5.1 I    44.5 I    32.3
                   -I---------I---------I---------I---------I
                  2 I       1 I       0 I       0 I      13 I      15
  NOT APPLIED GRAD  I     8.5 I     0.0 I     0.0 I    91.5 I     3.5
                   -I---------I---------I---------I---------I
                  3 I       4 I       2 I      13 I      21 I      39
  COMPLETED COURSE  I     9.5 I     3.9 I    33.5 I    53.2 I     9.5
                   -I---------I---------I---------I---------I
                  4 I      64 I       8 I      16 I     139 I     227
  NOT COMPLETED     I    28.3 I     3.3 I     6.9 I    61.5 I    54.8
                   -I---------I---------I---------I---------I
            COLUMN        127        19        36       233       414
             TOTAL       30.6       4.6       8.6      56.3     100.0

    5 OUT OF     16 ( 31.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.662
RAW CHI SQUARE =    58.82401 WITH     9 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.21756
```

Note: Only those students who were not employed at the time of the survey were asked to respond to Question 14.

graduation status (Question 9) with their employment since leaving (Question 14). Again, it is seen that students who had not completed all requirements for graduation were more likely to indicate that they had not been employed at all since leaving their institution compared to students who had received their graduation diploma or certificate (61.5% versus 44.5%).

Table 46 shows a tabulation of responses to Question 11, concerning whether the students sought work related to their training, with the students' responses to Question 14. Students who had sought related employment were much less likely to have not been employed at all since leaving their institution compared to those who had not sought related work (28.2% compared to 52.9%).

4.5 Reason for Non-Employment (Question 15)

As in the previous section, Question 15 was directed at students who were not employed at the time of the survey. Some 1,016 students responded (see *Table 47*), with over one-quarter of these (26.3%) indicating that they were presently "laid off from a previous job." The next highest response category was "full-time household/family duties" (17.7%), closely followed by "there are no openings in the field for which I am trained" (16.5%) and "I am still in school" (13.7%).

Nearly double the percentage of males compared to females reported they were "laid off from a previous job" (35.7% compared to 19.4%) and more males than females indicated there were "no openings in their field of training" (21.3% versus 13.4%). As might be expected, significantly higher percentages of females compared to males reported "full-time household/family duties" (29.9% versus 0.6%).

Table 46

CROSS-TABULATION OF RESPONSES EMPLOYMENT SINCE LEAVING (Question 14) VERSUS DID YOU SEEK EMPLOYMENT RELATED TO YOUR TRAINING (Question 11)

```
                       Q11
              COUNT  I
            COL PCT  IYES        NO          ROW
                     I                       TOTAL
                     I       3  I       4  I
Q14          --------I---------I---------I
                   2 I    203  I     88  I    291
  YES, F-T           I   47.6  I   29.1  I   39.9
                    -I---------I---------I
                   3 I     42  I     20  I     62
  P-T 15-29 HRS      I    9.8  I    6.5  I    8.4
                    -I---------I---------I
                   4 I     61  I     35  I     96
  P-T <15 HRS        I   14.4  I   11.5  I   13.2
                    -I---------I---------I
                   5 I    120  I    161  I    281
  NO                 I   28.2  I   52.9  I   38.5
                    -I---------I---------I
             COLUMN       426       304        730
              TOTAL      58.4      41.6      100.0

RAW CHI SQUARE =    46.92494 WITH     3 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.25359
```

Note: Only those students who were not employed at the time of the survey were asked to respond to Question 14.

Table 47

REASONS FOR NON-EMPLOYMENT
(Question 15 - Column Percentages)

Q15	COUNT COL PCT	Q29 MALE 1	FEMALE 2	ROW TOTAL
1	HAVEN'T LOOKED	26 6.3	41 6.9	67 6.6
2	SALARY TOO LOW	4 0.9	18 3.0	21 2.1
3	LAID OFF	148 35.7	115 19.4	263 26.1
4	NO RELATED JOBS	89 21.3	79 13.4	168 16.7
5	NO OPENINGS	40 9.7	43 7.2	83 8.2
6	NOT QUALIFIED	39 9.5	45 7.7	85 8.4
7	NO LICENSE,CERTI	1 0.1	5 0.9	6 0.6
8	STILL IN SCHOOL	66 16.0	70 11.7	136 13.5
9	HOUSEHOLD DUTIES	2 0.6	177 29.9	180 17.8
	COLUMN TOTAL	416 41.2	593 58.8	1009 100.0

Q15	COUNT COL PCT	AGE COLLEGE 1	ADULT 2	ROW TOTAL
1	HAVEN'T LOOKED	26 6.3	41 6.8	67 6.6
2	SALARY TOO LOW	4 1.0	17 2.9	21 2.1
3	LAID OFF	97 23.7	170 28.0	267 26.3
4	NO RELATED JOBS	82 19.9	86 14.2	168 16.5
5	NO OPENINGS	35 8.7	48 7.8	83 8.2
6	NOT QUALIFIED	52 12.8	33 5.4	85 8.3
7	NO LICENSE,CERTI	0 0.1	5 0.9	6 0.6
8	STILL IN SCHOOL	92 22.5	47 7.8	140 13.7
9	HOUSEHOLD DUTIES	21 5.1	159 26.2	180 17.7
	COLUMN TOTAL	410 40.3	606 59.7	1016 100.0

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Only those students who were not employed at the time of the survey were asked to respond to Question 15.

Adult age students were much more likely than college age students to report "full-time household/family duties" as their reason for not being employed (26.2% versus 5.1%) and more likely to have been "laid off" (28.0% versus 23.7%). In contrast, college age students were more likely to report "still in school" (22.5% versus 7.8%), "have not completed the program which would qualify me for a job in my field" (12.8% versus 5.4%) and "there are no openings in the field for which I am trained" (19.9% versus 14.2%).

Table 48 presents a cross tabulation of the respondents' current activity (Question 13) with their main reason for not being employed. As might be expected, there is a high relationship between several of the categories. For example, those respondents "presently laid off, awaiting recall" indicated their main reason for non-employment as either "laid off from previous job" (77.0%) or "no openings in field of training" (16.2%). Respondents whose current activity was "full-time household/family duties" generally listed this same category (84.3%) as their main reason for non-employment. Also, respondents listed as "full-time students" generally said they were "still in school" (68.1%).

5.0 FINDING EMPLOYMENT

Items 16, 17, 25 and 26 on the Information Sheet were directed at various aspects of looking for employment. These included the students' perception of job opportunities, the time required to find employment, the geographic location of that employment and the students' willingness to relocate. The responses to these four questions are reported in this section in the sequence 25, 16, 17, 26.

Table 48

CROSS-TABULATION OF RESPONSES
CURRENT ACTIVITY (Question 13)
VERSUS REASONS FOR NON-EMPLOYMENT (Question 15)

```
                   Q15
          COUNT    I
        ROW PCT    IHAVEN'T   SALARY T  LAID OFF  NO RELAT  NO OPENI  NOT QUAL  NO LICEN  STILL IN  HOUSEHOL    ROW
                   ILOOKED    OO LOW              ED JOBS   NGS       IFIED     SE.CERTI  SCHOOL    D DUTIES   TOTAL
                   I       1  I      2  I      3  I      4  I      5  I      6  I      7  I      8  I      9  I
Q13       ---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                 4 I       1 I       0 I      84 I      18 I       1 I       1 I       0 I       1 I       4 I    110
  LAID OFF         I     0.7 I     0.0 I    77.0 I    16.2 I     0.9 I     0.8 I     0.0 I     0.5 I     3.8 I   11.1
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                 5 I       9 I      19 I     154 I     109 I      69 I      33 I       1 I       5 I       6 I    404
  SEEKING JOB      I     2.3 I     4.7 I    38.1 I    27.1 I    17.1 I     8.1 I     0.2 I     1.1 I     1.4 I   41.1
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                 6 I      28 I       1 I       5 I       8 I       1 I       1 I       1 I       0 I      22 I     67
  NOT SEEKING JOB  I    41.6 I     1.6 I     4.7 I    12.3 I     1.2 I     1.6 I     1.2 I     0.7 I    33.2 I    6.8
                  -I---------I---------I---------I---------I---------I---------I------- --I---------I---------I
                 7 I      10 I       1 I       6 I       9 I       6 I      24 I       0 I     119 I       1 I    175
  STUDENT F-T      I     5.6 I     0.5 I     3.2 I     5.1 I     3.5 I    13.6 I     0.0 I    68.1 I     0.3 I   17.8
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                 8 I      11 I       0 I       4 I       8 I       1 I      18 I       1 I       7 I       2 I     52
  STUDENT P-T      I    21.8 I     0.0 I     8.3 I    15.8 I     1.7 I    35.1 I     1.0 I    13.4 I     2.9 I    5.3
                  -I---------I---------I---------I---------I---------I-- ------I---------I---------I---------I
                 9 I       3 I       0 I       5 I       7 I       2 I       6 I       4 I       0 I     141 I    168
  HOUSEHOLD DUTIES I     1.8 I     0.3 I     3.1 I     3.9 I     0.9 I     3.5 I     2.3 I     0.0 I    84.3 I   17.1
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                10 I       0 I       0 I       0 I       0 I       0 I       1 I       0 I       7 I       1 I      9
  STUDENT -IMPLIED I     0.0 I     0.0 I     0.0 I     0.0 I      .0 I     6.2 I     0.0 I    81.3 I    12.1 I    0.9
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
            COLUMN        62        21       258       159        79        83         6       139       177     984
             TOTAL       6.3       2.2      26.2      16.2       8.1       8.4       0.6      14.1      18.0   100.0

   24 OUT OF    63 ( 38.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.050
RAW CHI SQUARE =  1633.78638 WITH    48 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.52614
```

Note: Q13 Response Option 10 -
If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the current activity was "student-implied".

Only those students who were <u>not</u> employed at the time of the survey were asked to respond to Question 15.

5.1 Job Opportunities (Question 25)

Question 25 on the Information Sheet asked all the respondents what their perception of future job opportunities in their field of training had been when they first enrolled (see *Table 49*). Some 45.3% of students indicated they thought there would be "ample jobs available in their own geographic area." A further 4.6% reported they believed "ample jobs would be available, but in another area of British Columbia." However, over one-third (36.2%) indicated that they had "no opinion at that time."

Only minor variations existed in the response patterns by sex. However, by age category the differences were larger. College age students, more so than adult age students, reported believing ample jobs would be available either locally or elsewhere in the province (60.0% versus 44.8%). Adult students were much more likely than college age students to indicate they "had no opinion" (39.9% versus 28.8%).

On an institutional basis (Appendix Report #1), the majority of students from BCIT - Day (67.2%), Douglas (62.4%), Camosun (60.1%) and Northwest (58.3%) thought that ample jobs would be available locally. In contrast, the majority of students at Emily Carr (53.4%) reported "jobs would be scarce everywhere". Institutions having the highest percentages of respondents indicating "no opinion at that time" were: Open Learning (53.3%), East Kootenay (47.5%), Fraser Valley (46.8%), North Island (44.9%) and Northern Lights (44.3%).

Over three-quarters of the students in the BCIT Day programs of Construction (88.6%), Business Administration (80.4%) and Electrical (75.0%) reported they believed ample jobs would be available locally (Appendix Report #2). In contrast, the 2-year programs in Fine Arts (31.1%) and Commercial Art (23.3%) had the highest percentages indicating they thought jobs would be scarce everywhere. The 1-year programs of Business Administration (52.1%) and Electrical (41.0%) had the highest percentages of students indicating "no opinion at that time."

Table 49

FUTURE JOB OPPORTUNITIES IN FIELD OF TRAINING
(Question 25 - Column Percentages)

```
                  Q29
         COUNT   I
         COL PCT IMALE      FEMALE     ROW
                 I                     TOTAL
                 I     1  I     2  I
Q25     ---------I--------I--------I
              1  I   865  I  1195  I  2061
  AMPLE JOBS-LOCAL I  45.9  I  45.0  I  45.3
                -I--------I--------I
              2  I   113  I    94  I   208
  AMPLE JOBS-ELSEW I   6.0  I   3.5  I   4.6
                -I--------I--------I
              3  I    63  I    53  I   116
  BC JOBS SCARCE   I   3.3  I   2.0  I   2.6
                -I--------I--------I
              4  I   184  I   334  I   518
  JOBS SCARCE      I   9.8  I  12.6  I  11.4
                -I--------I--------I
              5  I   661  I   982  I  1642
  NO OPINION       I  35.0  I  36.9  I  36.1
                -I--------I--------I
         COLUMN     1887     2658      4545
          TOTAL     41.5     58.5     100.0
```

```
                  AGE
         COUNT   I
         COL PCT ICOLLEGE  ADULT       ROW
                 I                     TOTAL
                 I     1  I     2  I
Q25     ---------I--------I--------I
              1  I   811  I  1253  I  2064
  AMPLE JOBS-LOCAL I  52.7  I  41.6  I  45.3
                -I--------I--------I
              2  I   112  I    95  I   208
  AMPLE JOBS-ELSEW I   7.3  I   3.2  I   4.6
                -I--------I--------I
              3  I    47  I    70  I   117
  BC JOBS SCARCE   I   3.0  I   2.3  I   2.6
                -I--------I--------I
              4  I   126  I   392  I   518
  JOBS SCARCE      I   8.2  I  13.0  I  11.4
                -I--------I--------I
              5  I   443  I  1203  I  1646
  NO OPINION       I  28.8  I  39.9  I  36.2
                -I--------I--------I
         COLUMN     1540     3013      4553
          TOTAL     33.8     66.2     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

5.2 Length of Time to Find Employment (Question 16)

Individuals who were employed at the time of the survey or who had been employed at some time since leaving their post-secondary institution were asked in Question 16 how long it took them to find employment (see *Table 50*). Some 129 respondents (3.2%) indicated that the question was not applicable to them since they were still attending their post-secondary institution (i.e. had never left). A further 337 respondents (8.2%) reported that they had "returned to a job held prior to enrolling in the program" and 364 respondents (8.9%) indicated they "found a job before leaving my institution." By far the majority of respondents, 2,301 respondents (56.1%) said they were "already working in my job while enrolled at my institution." The remaining 970 respondents (23.6%) actually looked for work after leaving their institution.

The above percentage figures for students having employment prior to leaving are higher than those reported in the corresponding (although not identical) question which was included in the Cross-Sectional Follow-Up Study of 1979 career/technical students. In this earlier study, 47.8% reported already working while enrolled (compared to 56.1% above) and 13.4% indicated they had a job before leaving (compared to the 17.1% for the total of "returned to job held prior to enrolling" and "found job before leaving").

Of those students who looked for employment after leaving their institution, 28.8% were employed within one month, and a total of 71.1% were employed within four months. Only one in eight of these students (12.5%) who had been employed at some time since leaving their post-secondary institution took longer than 8 months to locate employment. This pattern of responses is very similar to that reported in the earlier study of the 1979 career/technical students (32.1%, 71.9%, 10.7% respectively).

Table 50

LENGTH OF TIME TO FIND EMPLOYMENT
(Question 16 - Column Percentages)

Q16	COUNT COL PCT	Q29 MALE 1	FEMALE 2	ROW TOTAL
NOT APPLICABLE	1	56 3.3	73 3.1	129 3.2
HAD PRIOR JOB	2	180 10.5	157 6.6	337 8.2
ALREADY WORKING	3	878 51.2	1413 59.6	2290 56.0
FOUND JOB BEFORE	4	191 11.1	173 7.3	364 8.9
< 1 MONTH	5	105 6.1	175 7.4	280 6.9
1-4 MONTHS	6	161 9.4	246 10.4	406 9.9
5-8 MONTHS	7	76 4.4	83 3.5	159 3.9
> 8 MONTHS	8	69 4.0	53 2.2	122 3.0
COLUMN TOTAL		1715 42.0	2371 58.0	4087 100.0

Q16	COUNT COL PCT	AGE COLLEGE 1	ADULT 2	ROW TOTAL
NOT APPLICABLE	1	60 4.3	70 2.6	129 3.2
HAD PRIOR JOB	2	121 8.6	216 8.0	337 8.2
ALREADY WORKING	3	523 37.4	1777 65.8	2301 56.1
FOUND JOB BEFORE	4	184 13.2	180 6.7	364 8.9
< 1 MONTH	5	155 11.1	124 4.6	280 6.8
1-4 MONTHS	6	230 16.4	180 6.7	410 10.0
5-8 MONTHS	7	82 5.8	77 2.8	159 3.9
> 8 MONTHS	8	46 3.3	75 2.8	122 3.0
COLUMN TOTAL		1400 34.1	2701 65.9	4101 100.0

Q16	COUNT COL PCT	Q29 MALE 1	FEMALE 2	ROW TOTAL
< 1 MONTH	5	105 25.6	175 31.4	280 29.0
1-4 MONTHS	6	161 39.1	246 44.2	406 42.0
5-8 MONTHS	7	76 18.4	83 14.9	159 16.4
> 8 MONTHS	8	69 16.8	53 9.5	122 12.6
COLUMN TOTAL		410 42.5	556 57.5	967 100.0

Q16	COUNT COL PCT	AGE COLLEGE 1	ADULT 2	ROW TOTAL
< 1 MONTH	5	155 30.3	124 27.2	280 28.8
1-4 MONTHS	6	230 44.8	180 39.5	410 42.3
5-8 MONTHS	7	82 15.9	77 16.8	159 16.3
> 8 MONTHS	8	46 9.0	75 16.5	122 12.5
COLUMN TOTAL		513 52.9	457 47.1	970 100.0

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Percentages in the upper portion of the table are based on the total N. Percentages in the lower portion are based on the total N less those responding to options Nos. 1, 2, 3 and 4.

Males took longer to find employment than females, with 35.2% of males taking 5 months or more compared to only 24.4% for females. On the basis of age, the adult student was much more likely than the college age student to have a job prior to leaving their institution (83.1% compared to 63.5%). However, for those seeking work after leaving, the adult age student took longer to locate employment (33.3% adult age compared to only 24.9% college age taking 5 months or more).

On an institutional basis (Appendix Report #1), North Island (45.9%) and East Kootenay (42.3%) had the highest percentages of respondents indicating it took 5 months or more to find employment. Selkirk (82.0%), Douglas (79.6%) and Kwantlen (79.0%) had the highest percentage indicating it took 4 months or less to find employment.

Program areas having the highest percentages of students taking 5 or more months to find employment were (see Appendix Report #2): Mechanics - Day (46.6%), and Commercial Art - 2 Year and Day (43.2% and 42.3% respectively).

In *Table 51*, it can be seen that, for those students who had to look for employment after leaving their institution, whether or not they had been employed while enrolled had little bearing on the length of time it took them to find employment. Similarly, in *Table 52* it can be seen that whether or not a student had received their graduation diploma or certificate had little bearing on the length of time it took them to find employment after leaving their institution.

Table 51

CROSS-TABULATION OF RESPONSES
WERE YOU EMPLOYED WHILE ENROLLED (Question 6)
VERSUS LENGTH OF TIME TO FIND EMPLOYMENT (Question 16)

```
                    Q16
           COUNT   I
           ROW PCT I< 1 MONT 1-4 MONT 5-8 MONT > 8 MONT   ROW
                   IH  .     HS       HS       HS         TOTAL
                   I     5 I     6 I     7 I     8 I
Q6        ---------I---------I---------I---------I---------I
                 1 I   123 I   189 I    69 I    52 I   432
  NO               I  28.4 I  43.7 I  16.0 I  11.9 I  47.0
                  -I---------I---------I---------I---------I
                 2 I    72 I    81 I    52 I    26 I   231
  <15 HRS PER WK   I  31.1 I  35.1 I  22.4 I  11.4 I  25.1
                  -I---------I---------I---------I---------I
                 3 I    26 I    43 I    14 I     4 I    87
  15-29 HRS PER WK I  30.3 I  49.1 I  16.3 I   4.3 I   9.5
                  -I---------I---------I---------I---------I
                 4 I    41 I    80 I    19 I    30 I   169
  >=30 HRS PER WK  I  24.2 I  47.3 I  11.0 I  17.4 I  18.4
                  -I---------I---------I---------I---------I
           COLUMN      262       393       154       111      919
            TOTAL     28.5      42.7      16.7      12.1    100.0

RAW CHI SQUARE =    23.05979 WITH     9 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0061
CRAMER'S V =  0.09144
```

Table 52

CROSS-TABULATION OF RESPONSES
GRADUATION STATUS (Question 9)
VERSUS LENGTH OF TIME TO FIND EMPLOYMENT (Question 16)

```
                   Q16
            COUNT  I
           ROW PCT I< 1 MONT 1-4 MONT 5-8 MONT > 8 MONT     ROW
                   IH       HS       HS       HS          TOTAL
                   I     5  I     6  I     7  I     8  I
Q9        ---------I--------I--------I--------I--------I
                 1 I   150  I   228  I   101  I    56  I    535
  GOT DIPLOMA      I  28.1  I  42.6  I  18.8  I  10.5  I   58.4
                  -I--------I--------I--------I--------I
                 2 I     5  I     2  I     3  I     3  I     13
  NOT APPLIED GRAD I  36.6  I  17.8  I  23.0  I  22.6  I    1.4
                  -I--------I--------I--------I--------I
                 3 I    19  I    35  I    16  I     5  I     75
  COMPLETED COURSE I  25.0  I  46.6  I  21.7  I   6.8  I    8.2
                  -I--------I--------I--------I--------I
                 4 I    86  I   127  I    33  I    47  I    293
  NOT COMPLETED    I  29.5  I  43.2  I  11.3  I  16.0  I   32.0
                  -I--------I--------I--------I--------I
           COLUMN      260      392      153      111       917
            TOTAL     28.4     42.7     16.7     12.1     100.0

RAW CHI SQUARE =    18.55745 WITH     9 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0292
CRAMER'S V =  0.08215
```

5.3 Location of Employment (Question 17)

As in the case of the previous question, Question 17 was directed at those individuals who were employed at the time of the survey or who had been employed at sometime since leaving their post-secondary institution. Some 4,179 individuals responded (*Table 53*). Two-thirds of these (68.2%) were employed in the Greater Vancouver area, with an additional 7.7% employed in the Fraser Valley and 3.9% in Greater Victoria (*Table 53*). A slightly greater proportion of adult age students were employed in the Greater Vancouver area than were college age students (70.7% versus 63.1%).

In *Table 54*, the geographic location of employment is cross-tabulated against the location of the post-secondary institution attended. In most cases, over three-quarters of the respondents from community colleges indicated they had employment within the general geographic region of their post-secondary institution. The only exceptions were students from Selkirk (where only 50% were employed in the Kootenays), Cariboo (67% employed in the central B.C. region), Kwantlen and Douglas (with 66% and 69% employed in Greater Vancouver respectively). If the Okanagan region is considered along with the central B.C. area, then the Cariboo percentage surpasses three-quarters. Similarly, if the Fraser Valley area is considered along with the Greater Vancouver, then the Kwantlen and Douglas figures surpass 75%. With these adjustments, only the Selkirk figures differ from the general college pattern.

For the provincial institutes, which are all located in the Greater Vancouver area, different patterns are evident. Almost all BCIT - Night students (90%) were employed in the Greater Vancouver area. This is not too surprising, given the high percentage of students in these programs who are enrolled on a part-time basis and who continue to hold down full-time jobs. For BCIT - Day, 60% of the respondents were employed in Greater

Table 53

LOCATION OF EMPLOYMENT
(Question 17 - Column Percentages)

Q17	COUNT COL PCT	Q29 MALE 1	FEMALE 2	ROW TOTAL
PEACE R & NE BC	1	17 1.0	35 1.5	52 1.3
NW BC	2	18 1.0	18 0.8	36 0.9
CENTRAL COAST	3	21 1.2	22 0.9	43 1.0
OKANAGAN	4	65 3.7	107 4.4	172 4.1
KOOTENAYS	5	50 2.8	83 3.4	132 3.2
CENTRAL BC	6	44 2.5	69 2.9	113 2.7
VAN ISLAND	7	68 3.9	112 4.7	180 4.3
GREATER VICTORIA	8	72 4.1	89 3.7	161 3.9
FRASER VALLEY	9	131 7.5	189 7.8	320 7.7
GREATER VANCOUVE	10	1211 69.0	1629 67.6	2840 68.2
IN CANADA	11	52 2.9	46 1.9	98 2.4
OUTSIDE CANADA	12	3 0.2	8 0.3	12 0.3
VAN IS & VICTORI	13	0 0.0	0 0.0	0 0.0
FR VAL.LOWER MNL	14	3 0.2	4 0.2	7 0.2
	COLUMN TOTAL	1755 42.1	2411 57.9	4166 100.0

Q17	COUNT COL PCT	AGE COLLEGE 1	ADULT 2	ROW TOTAL
PEACE R & NE BC	1	21 1.5	32 1.1	52 1.3
NW BC	2	20 1.5	16 0.6	36 0.9
CENTRAL COAST	3	15 1.1	28 1.0	43 1.0
OKANAGAN	4	76 5.5	95 3.4	172 4.1
KOOTENAYS	5	40 2.9	92 3.3	132 3.2
CENTRAL BC	6	43 3.1	70 2.5	113 2.7
VAN ISLAND	7	67 4.8	114 4.1	180 4.3
GREATER VICTORIA	8	67 4.8	94 3.4	161 3.9
FRASER VALLEY	9	98 7.1	225 8.0	323 7.7
GREATER VANCOUVE	10	874 63.1	1975 70.7	2849 68.2
IN CANADA	11	51 3.7	47 1.7	98 2.3
OUTSIDE CANADA	12	8 0.6	3 0.1	12 0.3
VAN IS & VICTORI	13	0 0.0	0 0.0	0 0.0
FR VAL.LOWER MNL	14	3 0.2	4 0.2	7 0.2
	COLUMN TOTAL	1384 33.1	2795 66.9	4179 100.0

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Q17 Response Options 13 and 14 -
The follow-up questionnaire used for VCC students had a different coding structure which prevented the destinction between Victoria and Vancouver Island and between Greater Vancouver and the Lower Mainland.

Table 54

CROSS-TABULATION OF RESPONSES
GEOGRAPHIC LOCATION OF EMPLOYMENT (Question 17)
VERSUS LOCATION OF INSTITUTION ATTENDED

Q17 (COUNT COL PCT) / INST	NORTHERN LIGHTS 1	NORTHWEST 2	OKANAGAN 3	EAST KOOTENAY 4	SELKIRK 5	CARIBOO 6	MALASPINA 7	NORTH ISLAND 8	CAMOSUN 9	FRASER VALLEY 10	DOUGLAS 11	KWANTLEN 12	VANCOUVER 13	CAPILANO 14	BCIT DAY 15	BCIT NIGHT 16	EMILY CARR 17	OPEN LEARNING 18	ROW TOTAL
1 PEACE R & NE BC	46 93.9	0 0.0	3 1.2	0 0.0	2 1.6	3 2.0	0 0.0	0 0.0	2 0.9	1 1.0	0 0.0	0 0.0	1 1.0	3 1.0	10 1.4	0 0.0	0 0.0	11 4.7	82 2.0
2 NW BC	0 0.0	8 72.7	1 0.4	0 0.0	5 3.9	5 3.3	4 1.9	1 0.8	3 1.4	0 0.0	1 0.3	0 0.0	0 0.0	1 0.3	14 1.9	1 0.1	0 0.0	16 6.8	60 1.5
3 CENTRAL COAST	0 0.0	2 18.2	0 0.0	1 0.7	1 0.8	1 0.7	12 5.7	2 1.6	2 0.9	1 1.0	1 0.3	1 0.9	1 1.0	20 6.5	17 2.3	2 0.3	0 0.0	8 3.4	72 1.8
4 OKANAGAN	0 0.0	0 0.0	197 77.9	0 0.0	5 3.9	25 16.6	2 1.0	0 0.0	0 0.0	0 0.0	1 0.3	0 0.0	1 1.0	4 1.3	36 4.9	3 0.4	1 1.8	26 11.0	301 7.5
5 KOOTENAYS	1 2.0	0 0.0	7 2.8	136 95.1	64 50.0	2 1.3	1 0.5	1 0.8	0 0.0	0 0.0	1 0.3	2 1.7	0 0.0	0 0.0	15 2.0	0 0.0	0 0.0	29 12.3	259 6.5
6 CENTRAL BC	0 0.0	0 0.0	11 4.3	1 0.7	9 7.0	101 66.9	2 1.0	1 0.8	2 0.9	1 1.0	3 0.8	2 1.7	2 2.0	1 0.3	35 4.8	0 0.0	2 3.6	39 16.5	212 5.3
7 VAN ISLAND	0 0.0	0 0.0	0 0.0	0 0.0	5 3.9	0 0.0	157 75.1	118 92.2	21 9.5	0 0.0	0 0.0	3 2.6	0 0.0	4 1.3	26 3.5	4 0.6	2 3.6	10 4.2	350 8.7
8 GREATER VICTORIA	0 0.0	0 0.0	1 0.4	0 0.0	0 0.0	2 1.3	11 5.3	2 1.6	162 73.3	1 1.0	6 1.6	1 0.9	0 0.0	5 1.6	25 3.4	11 1.6	3 5.5	21 8.9	251 6.3
9 FRASER VALLEY	0 0.0	0 0.0	1 0.4	1 0.7	4 3.1	1 0.7	1 0.5	1 0.8	1 0.5	85 85.9	97 25.3	24 20.7	0 0.0	10 3.2	55 7.5	46 6.6	2 3.6	24 10.2	353 8.8
10 GREATER VANCOUVE	1 2.0	1 9.1	7 2.8	2 1.4	17 13.3	7 4.6	14 6.7	1 0.8	7 3.2	8 8.1	263 68.7	77 66.4	72 72.7	248 80.5	441 60.1	620 89.6	39 70.9	44 18.6	1869 46.6
11 IN CANADA	1 2.0	0 0.0	23 9.1	2 1.4	14 10.9	4 2.6	5 2.4	1 0.8	19 8.6	2 2.0	9 2.3	5 4.3	4 4.0	12 3.9	55 7.5	4 0.6	5 9.1	7 3.0	172 4.3
12 OUTSIDE CANADA	0 0.0	0 0.0	2 0.8	0 0.0	2 1.6	0 0.0	0 0.0	0 0.0	2 0.9	0 0.0	1 0.3	1 0.9	1 1.0	0 0.0	5 0.7	1 0.1	1 1.8	1 0.4	17 0.4
13 VAN IS & VICTORI	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.0
14 FR VAL,LOWER MNL	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	16 16.2	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	16 0.4
COLUMN TOTAL	49 1.2	11 0.3	253 6.3	143 3.6	128 3.2	151 3.8	209 5.2	128 3.2	221 5.5	99 2.5	383 9.5	116 2.9	99 2.5	308 7.7	734 18.3	692 17.2	55 1.4	236 5.9	4015 100.0

```
 120 OUT OF   252 ( 47.6%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.003
RAW CHI SQUARE = 14786.41797 WITH   221 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.53225
```

Note: Q17 Response Options 13 and 14 -
The follow-up questionnaire used for VCC students had a different coding structure which prevented the destinction between Victoria and Vancouver Island and between Greater Vancouver and the Lower Mainland.

Vancouver and the remaining 40% were distributed fairly evenly across the other regions of the province. In the case of the Open Learning Institute, only 19% were employed in Greater Vancouver. Percentages in other regions ranged from 3% to 17%. Finally, Emily Carr had a pattern fairly similar to that of the community colleges, with 71% of respondents employed in the Greater Vancouver area.

The geographic pattern described above is quite similar to that reported in the Cross-Sectional Follow-Up Study of 1979 career/technical students. However, the departure of Selkirk, Cariboo, Kwantlen and Douglas from the general community college pattern is more pronounced in the 1981 cohort than it was for the 1979 cohort of students. For example, only 50% of the 1981 Selkirk cohort were employed in the Kootenays whereas the corresponding figure for the 1979 cohort was 66%.

5.4 Willingness To Move to Another Community (Question 26)

Question 26 on the Information Sheet was directed to all individuals in the survey. It asked whether the respondents would be willing to move to another community in order to get a job in the field for which they were trained. Some 1,359 respondents (29.4%) indicated that they already had a job in their field of training (*Table 55*). Of the remaining 3,256 respondents, 42.0% reported that they would not move, and 35.1% indicated they might move but that it would depend on where. Comparison with the earlier study of 1979 career/technical students shows that the 1981 cohort was slightly more willing to move than was the 1979 cohort (42.0% versus 45.2% saying "no" and 35.1% versus 32.9% saying "yes but depends where").

Table 55

WILLINGNESS TO MOVE TO ANOTHER COMMUNITY TO GET A JOB IN FIELD OF TRAINING
(Question 26 - Column Percentages)

```
                      Q29
             COUNT  I
           COL PCT  IMALE      FEMALE      ROW
                    I                      TOTAL
                    I       1 I       2 I
Q26        ---------I---------I---------I
                 1  I   536   I   822   I   1359
  NOT APPLICABLE    I  27.8   I  30.7   I   29.5
                   -I---------I---------I
                 2  I   429   I   313   I    742
  YES               I  22.2   I  11.7   I   16.1
                   -I---------I---------I
                 3  I   563   I   574   I   1137
  YES,DEPENDS WHER  I  29.2   I  21.4   I   24.7
                   -I---------I---------I
                 4  I   403   I   967   I   1369
  NO                I  20.8   I  36.1   I   29.7
                   -I---------I---------I
            COLUMN     1931      2676       4607
             TOTAL     41.9      58.1      100.0
```

```
                      AGE
             COUNT  I
           COL PCT  ICOLLEGE   ADULT       ROW
                    I                      TOTAL
                    I       1 I       2 I
Q26        ---------I---------I---------I
                 1  I   331   I  1028   I   1359
  NOT APPLICABLE    I  21.5   I  33.4   I   29.4
                   -I---------I---------I
                 2  I   368   I   374   I    743
  YES               I  23.9   I  12.2   I   16.1
                   -I---------I---------I
                 3  I   580   I   565   I   1144
  YES,DEPENDS WHER  I  37.6   I  18.4   I   24.8
                   -I---------I---------I
                 4  I   262   I  1107   I   1369
  NO                I  17.0   I  36.0   I   29.7
                   -I---------I---------I
            COLUMN     1541      3074       4615
             TOTAL     33.4      66.6      100.0
```

```
                      Q29
             COUNT  I
           COL PCT  IMALE      FEMALE      ROW
                    I                      TOTAL
                    I       1 I       2 I
Q26        ---------I---------I---------I
                 2  I   429   I   313   I    742
  YES               I  30.7   I  16.9   I   22.8
                   -I---------I---------I
                 3  I   563   I   574   I   1137
  YES,DEPENDS WHER  I  40.4   I  31.0   I   35.0
                   -I---------I---------I
                 4  I   403   I   967   I   1369
  NO                I  28.9   I  52.1   I   42.1
                   -I---------I---------I
            COLUMN     1395      1854       3248
             TOTAL     42.9      57.1      100.0
```

```
                      AGE
             COUNT  I
           COL PCT  ICOLLEGE   ADULT       ROW
                    I                      TOTAL
                    I       1 I       2 I
Q26        ---------I---------I---------I
                 2  I   368   I   374   I    743
  YES               I  30.5   I  18.3   I   22.8
                   -I---------I---------I
                 3  I   580   I   565   I   1144
  YES,DEPENDS WHER  I  47.9   I  27.6   I   35.1
                   -I---------I---------I
                 4  I   262   I  1107   I   1369
  NO                I  21.6   I  54.1   I   42.0
                   -I---------I---------I
            COLUMN     1210      2046       3256
             TOTAL     37.2      62.8      100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Percentages in the upper portion of the table are based on the total N. Percentages in the lower portion of the table are based on the total N less those responding to option No. 1.

More females than males indicated they would not move (52.1% compared to 28.9%) and over twice the proportion of adult age respondents compared to college age respondents reported they would not move (54.1% versus 21.6%).

Students from Selkirk, Malaspina and BCIT - Day reported the greatest willingness to move in order to get a job in their field of training, with 56.9%, 41.9% and 41.1% indicating "yes" in Question 26 (see Appendix Report #1).

On a program basis (see Appendix Report #2), over half the students from Renewable Resources (74.3% 2-year and 67.8% - Day), Non-Renewable Resources (68.2%), Engineering (78.0%), and the 2-year Electrical programs (54.6%) indicated "yes" they would be willing to move to another community to get a job in their field of training.

6.0 TYPE OF EMPLOYMENT

Six questions on the Information Sheet focused more directly on the type of employment taken by these former career/technical students. All students who were employed at the time of the survey or who had been employed at some time since leaving their post-secondary institution were asked to respond to these questions with respect to their main employment since leaving. These questions included items on the relationship between the job and the students' training, the type of industry and occupational category, and the salary. This section of the report gives the results to Questions 18 through 23 in the sequence 21, 22, 19, 20, 23 and 18.

6.1 Type of Business or Industry (Question 21)

Question 21 on the Information Sheet asked the respondents to classify the main type of business or industry in which they had worked since leaving their post-secondary institution. The forty categories which were provided followed the format of the Standard Industrial Classification structure developed by Statistics Canada[3].

Table 56 provides the results for all forty categories, whereas in *Table 57*, these forty categories have been regrouped, for convenience, under thirteen broad headings.

From *Table 57* it is observed that over one-third of the respondents were employed in the Service sector (36.0%), and just under one-tenth each in Public Administration (9.5%) in "Trade" (wholesale, retail or trade) (9.3%). Manufacturing accounted for 12.1% and Transportation and Communication accounted for 8.5%.

Manufacturing and Construction had a higher percentage of males than females (19.1% and 9.2% males compared to 7.1% and 2.7% females respectively) whereas the reverse was true for the Service sector (46.6% females compared to 21.2% males).

The percentage of college age students employed in Trade was higher than adult age students (14.3% versus 7.0% respectively). Over one-tenth of adult age students (11.4%) were employed in Public Administration, compared to only 5.7% of college age students.

The predominance of the category "Services" carried through each of the post-secondary institutions except for Kwantlen (see Appendix Report #1). Here, Manufacturing accounted for 21.5% of the respondents, whereas Services had only 18.1%. Over half the students from Douglas (52.5%), much more than from other institutions, listed employment in the Service Sector.

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[3] Statistics Canada. Standard Industrial Classification 1980. Catalogue 12-501E. Ottawa: Government of Canada, 1980.

Table 56

TYPE OF BUSINESS OR INDUSTRY IN WHICH EMPLOYED
(Question 21 - Column Percentages)

		Q29		
	COUNT COL PCT	MALE 1	FEMALE 2	ROW TOTAL
Q21	1	19	19	38
FARMS		1.1	0.8	0.9
	2	15	12	27
FISH & TRAP		0.9	0.5	0.7
	3	55	60	115
FORESTRY		3.2	2.5	2.8
	4	20	14	34
MINES		1.2	0.6	0.8
	5	33	18	50
OIL & GAS		1.9	0.7	1.2
	6	43	38	81
FOODS		2.5	1.6	2.0
	7	11	1	11
RUBBER & PLASTIC		0.6	0.0	0.3
	8	5	17	21
LEATHER,TEXTILE		0.3	0.7	0.5
	9	32	9	41
WOOD INDUSTRIES		1.8	0.4	1.0
	10	2	10	11
FURNITURE		0.1	0.4	0.3
	11	13	12	25
PULP, PAPER		0.7	0.5	0.6
	12	14	19	33
PRINTING		0.8	0.8	0.8
	13	14	1	15
PRIMARY METALS		0.8	0.0	0.4
	14	38	10	47
METALS FABRICATE		2.2	0.4	1.1
	15	14	9	24
MACHINERY		0.8	0.4	0.6
	16	20	6	26
TRANSPORT EQUIP		1.2	0.3	0.6
	17	88	19	107
ELECTRICAL&ELECT		5.1	0.8	2.6
	18	5	5	10
CLAY,CEMENT,GLAS		0.3	0.2	0.2
	19	6	5	11
REFINED PETRO,CO		0.4	0.2	0.3
	20	28	11	39
OTHER MANUFACTUR		1.6	0.4	0.9
	21	159	66	225
CONSTRUCTION		9.2	2.7	5.4
	22	85	57	142
TRANSPORTATION		4.9	2.4	3.4
	23	111	101	212
COMMUNICATIONS		6.4	4.2	5.1
	24	33	59	92
UTILITIES		1.9	2.5	2.2

		AGE		
	COUNT COL PCT	COLLEGE 1	ADULT 2	ROW TOTAL
Q21	1	13	26	39
FARMS		1.0	0.9	0.9
	2	11	16	27
FISH & TRAP		0.8	0.6	0.7
	3	39	76	115
FORESTRY		2.9	2.7	2.8
	4	8	26	34
MINES		0.6	0.9	0.8
	5	10	41	50
OIL & GAS		0.7	1.4	1.2
	6	25	56	81
FOODS		1.9	2.0	1.9
	7	6	5	11
RUBBER & PLASTIC		0.5	0.2	0.3
	8	10	11	21
LEATHER,TEXTILE		0.8	0.4	0.5
	9	7	34	41
WOOD INDUSTRIES		0.6	1.2	1.0
	10	7	5	11
FURNITURE		0.5	0.2	0.3
	11	13	12	25
PULP, PAPER		1.0	0.4	0.6
	12	12	21	33
PRINTING		0.9	0.7	0.8
	13	1	14	15
PRIMARY METALS		0.1	0.5	0.4
	14	6	41	47
METALS FABRICATE		0.5	1.5	1.1
	15	3	21	24
MACHINERY		0.2	0.7	0.6
	16	8	18	26
TRANSPORT EQUIP		0.6	0.6	0.6
	17	46	61	107
ELECTRICAL&ELECT		3.4	2.2	2.6
	18	1	9	10
CLAY,CEMENT,GLAS		0.0	0.3	0.2
	19	1	10	11
REFINED PETRO,CO		0.1	0.4	0.3
	20	14	25	39
OTHER MANUFACTUR		1.0	0.9	0.9
	21	97	128	225
CONSTRUCTION		7.2	4.6	5.4
	22	38	104	142
TRANSPORTATION		2.9	3.7	3.4
	23	53	159	212
COMMUNICATIONS		4.0	5.7	5.1
	24	24	68	92
UTILITIES		1.8	2.4	2.2

(CONTINUED)

Q21	COUNT / COL PCT	Q29 MALE 1	FEMALE 2	ROW TOTAL
WHOLESALE TRADE	25	38 2.2	51 2.1	89 2.1
RETAIL TRADE	26	136 7.8	163 6.8	299 7.2
FINANCE&INSURANC	27	67 3.9	144 6.0	212 5.1
REAL ESTATE	28	15 0.9	42 1.7	57 1.4
MANAGEMENT	29	118 6.8	218 9.1	338 8.2
GOV'T SERVICES	30	133 7.6	200 8.3	333 8.0
PROTECTIVE SERVI	31	48 2.8	15 0.6	63 1.5
EDUCATION	32	50 2.9	84 3.5	134 3.2
LIBRARIES&MUSEUM	33	1 0.1	17 0.7	18 0.4
HEALTH CARE	34	70 4.0	435 18.1	505 12.2
SOCIAL SERVICES	35	10 0.6	126 5.2	136 3.3
ACCOMODATION	36	77 4.4	155 6.4	232 5.6
AMUSEMENT	37	20 1.2	32 1.3	53 1.3
THEATRE	38	16 0.9	4 0.2	21 0.5
PERSONAL SERVICE	39	5 0.3	50 2.1	55 1.3
UNCLASSIFIED	40	68 3.9	94 3.9	162 3.9
COLUMN TOTAL		1736 41.9	2408 58.1	4144 100.0

Q21	COUNT / COL PCT	AGE COLLEGE 1	ADULT 2	ROW TOTAL
WHOLESALE TRADE	25	45 3.3	44 1.6	89 2.1
RETAIL TRADE	26	147 11.0	152 5.4	299 7.2
FINANCE&INSURANC	27	86 6.4	130 4.6	215 5.2
REAL ESTATE	28	12 0.9	44 1.6	57 1.4
MANAGEMENT	29	112 8.4	225 8.0	337 8.1
GOV'T SERVICES	30	57 4.3	275 9.8	333 8.0
PROTECTIVE SERVI	31	19 1.4	44 1.6	63 1.5
EDUCATION	32	10 0.7	124 4.4	134 3.2
LIBRARIES&MUSEUM	33	3 0.2	15 0.5	18 0.4
HEALTH CARE	34	102 7.6	406 14.4	508 12.2
SOCIAL SERVICES	35	44 3.3	92 3.3	136 3.3
ACCOMODATION	36	130 9.7	102 3.6	232 5.6
AMUSEMENT	37	22 1.7	30 1.1	53 1.3
THEATRE	38	6 0.5	14 0.5	21 0.5
PERSONAL SERVICE	39	26 1.9	29 1.0	55 1.3
UNCLASSIFIED	40	65 4.8	97 3.4	162 3.9
COLUMN TOTAL		1340 32.3	2811 67.7	4151 100.0

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Table 57

TYPE OF BUSINESS OR INDUSTRY IN WHICH EMPLOYED BY BROAD INDUSTRY GROUPINGS (Question 21 Grouped - Column Percentages)

```
                 Q39
          COUNT  I
        COL PCT  IMALE     FEMALE      ROW
                 I                     TOTAL
                 I     1  I     2  I
Q21S    ---------I--------I--------I
              1  I    19  I    19  I     38
  AGRICULTURE    I   1.1  I   0.8  I    0.9
                -I--------I--------I
              2  I    55  I    60  I    115
  FORESTRY       I   3.2  I   2.5  I    2.8
                -I--------I--------I
              3  I    15  I    12  I     27
  FISH & TRAP    I   0.9  I   0.5  I    0.7
                -I--------I--------I
              4  I    53  I    32  I     85
  MINES & OIL    I   3.0  I   1.3  I    2.0
                -I--------I--------I
              5  I   332  I   171  I    503
  MANUFACTURING  I  19.1  I   7.1  I   12.1
                -I--------I--------I
              6  I   159  I    66  I    225
  CONSTRUCTION   I   9.2  I   2.7  I    5.4
                -I--------I--------I
              7  I   197  I   157  I    354
  TRANSPORT & COMM I 11.3 I   6.5  I    8.6
                -I--------I--------I
              8  I    33  I    59  I     92
  UTILITIES      I   1.9  I   2.5  I    2.2
                -I--------I--------I
              9  I   174  I   214  I    388
  TRADE          I  10.0  I   8.9  I    9.4
                -I--------I--------I
             10  I    82  I   186  I    268
  FIN,INS & RL EST I  4.8 I   7.7  I    6.5
                -I--------I--------I
             11  I   367  I  1123  I   1490
  SERVICES       I  21.2  I  46.6  I   36.0
                -I--------I--------I
             12  I   180  I   215  I    396
  PUBLIC ADMIN   I  10.4  I   8.9  I    9.5
                -I--------I--------I
             13  I    68  I    94  I    162
  UNCLASSIFIED   I   3.9  I   3.9  I    3.9
                -I--------I--------I
         COLUMN     1736     2408      4144
          TOTAL     41.9     58.1     100.0
```

```
                 AGE
          COUNT  I
        COL PCT  ICOLLEGE  ADULT       ROW
                 I                     TOTAL
                 I     1  I     2  I
Q21S    ---------I--------I--------I
              1  I    13  I    26  I     39
  AGRICULTURE    I   1.0  I   0.9  I    0.9
                -I--------I--------I
              2  I    39  I    76  I    115
  FORESTRY       I   2.9  I   2.7  I    2.8
                -I--------I--------I
              3  I    11  I    16  I     27
  FISH & TRAP    I   0.8  I   0.6  I    0.7
                -I--------I--------I
              4  I    18  I    67  I     85
  MINES & OIL    I   1.3  I   2.4  I    2.0
                -I--------I--------I
              5  I   160  I   343  I    503
  MANUFACTURING  I  11.9  I  12.2  I   12.1
                -I--------I--------I
              6  I    97  I   128  I    225
  CONSTRUCTION   I   7.2  I   4.6  I    5.4
                -I--------I--------I
              7  I    91  I   263  I    354
  TRANSPORT & COMM I  6.8 I   9.4  I    8.5
                -I--------I--------I
              8  I    24  I    68  I     92
  UTILITIES      I   1.8  I   2.4  I    2.2
                -I--------I--------I
              9  I   192  I   196  I    388
  TRADE          I  14.3  I   7.0  I    9.3
                -I--------I--------I
             10  I    98  I   174  I    272
  FIN,INS & RL EST I  7.3 I   6.2  I    6.6
                -I--------I--------I
             11  I   455  I  1038  I   1493
  SERVICES       I  34.0  I  36.9  I   36.0
                -I--------I--------I
             12  I    76  I   320  I    396
  PUBLIC ADMIN   I   5.7  I  11.4  I    9.5
                -I--------I--------I
             13  I    65  I    97  I    162
  UNCLASSIFIED   I   4.8  I   3.4  I    3.9
                -I--------I--------I
         COLUMN     1340     2811      4151
          TOTAL     32.3     67.7     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Definition of Groupings:

Group	Question 21 Response Options	Group	Question 21 Response Options
1 Agriculture	01	8 Utilities	24
2 Forestry	02	9 Trade	25 & 26
3 Fish & Trapping	03	10 Finance, Insurance & Real Estate	27 & 28
4 Mines, Oil & Gas	04 + 05		
5 Manufacturing	06 thru 20		
6 Construction	21	11 Services	29, 31 thru 39
7 Transportation & Communication	22 + 23	12 Public Administration	30

On a program basis (see Appendix Report #2), the employment pattern was fairly predictable. For example, students from the Renewable Resources area were generally employed in Forestry; from Non-Renewable Resources they were employed in Mines, Oil and Gas; from Electrical programs they were employed in Manufacturing; from Business Administration they were spread throughout many sectors including Trade, Public Administration, Services and Finance, Insurance and Real Estate; and from the areas of Legal and Social Services, Health and Education they were generally employed in Services.

Table 58 provides a comparison of total B.C. employment by industry grouping with that reported by the career/technical students responding in this survey. As can be seen, there is very close agreement between the two distributions except for the categories of "Trade" (where only 9.4% of career/technical students are employed as compared to 17.1% of the total B.C. employment) and "Services" (where 37.5% of the respondents are employed compared to only 33.7% of the total B.C. employment).

6.2 Occupation (Question 22)

From the response given to Question 22(a), concerning the nature of the services provided or types of products produced by the respondent's place of work, and from the response to Question 22(b), concerning the kind of work done by the respondent, the Research Team assigned an occupational category to each of the respondents. The CCDO[2] coding scheme was used for this procedure. *Table 59* shows the results of these categorizations.

Clerical (28.3%), Sales (11.5%), Medicine and Health (10.9%), Science (10.9%) and Service related occupations (7.9%) accounted for the majority of the respondents' occupations. Females were more predominant than males in Clerical and Health related occupations (38.4% and 16.2% females versus 14.2% and 3.7% males

Table 58

COMPARISON OF TOTAL B.C. EMPLOYMENT WITH THE EMPLOYMENT OF CAREER/TECHNICAL STUDENTS BY INDUSTRY GROUPING

(Question 21 Grouped - Column Percentages)

Industry	Total B.C. Employment May '83	Career/Technical Students
Agriculture	3.0	0.9
Other Primary	4.1	5.5
Manufacturing	12.3	12.1
Construction	6.2	5.4
Transportation, Communication and Utilities	10.5	10.8
Trade	17.1	9.4
Finance, Insurance and Real Estate	6.0	6.6
Services	33.7	37.5
Public Administration	7.0	8.0
Unclassified	0.1	3.9

Source:

Average annual employment by industry as reported in the Labour Force Survey. Statistics Canada. Ottawa, Ontario. 1983. Catalogue 71-001 (monthly).

Table 59

OCCUPATIONAL CATEGORY
(Question 22(a), 22(b) - Column Percentages)

```
                    Q29
            COUNT  I
          COL PCT  IMALE      FEMALE      ROW
                   I                      TOTAL
                   I      1  I      2  I
Q22B      ---------I---------I---------I
               11  I     88  I    101  I    189
  MANAGEMENT       I    5.4  I    4.5  I    4.9
                  -I---------I---------I
               21  I    262  I    158  I    420
  SCIENCE          I   16.2  I    7.0  I   10.9
                  -I---------I---------I
               23  I     10  I    155  I    166
  SOCIAL SCIENCES  I    0.6  I    6.9  I    4.3
                  -I---------I---------I
               27  I     28  I     51  I     79
  TEACHING         I    1.7  I    2.3  I    2.1
                  -I---------I---------I
               31  I     59  I    362  I    421
  MEDICINE,HEALTH  I    3.7  I   16.2  I   10.9
                  -I---------I---------I
               33  I     57  I     48  I    105
  FINE ARTS        I    3.5  I    2.2  I    2.7
                  -I---------I---------I
               37  I     20  I     29  I     49
  SPORT,RECREATION I    1.3  I    1.3  I    1.3
                  -I---------I---------I
               41  I    230  I    860  I   1090
  CLERICAL         I   14.2  I   38.4  I   28.3
                  -I---------I---------I
               51  I    237  I    207  I    444
  SALES            I   14.7  I    9.2  I   11.5
                  -I---------I---------I
               61  I    143  I    161  I    304
  SERVICE          I    8.8  I    7.2  I    7.9
                  -I---------I---------I
               71  I     16  I     13  I     29
  AGRICULTURE      I    1.0  I    0.6  I    0.7
                  -I---------I---------I
               73  I      7  I      4  I     11
  FISH,HUNT,TRAP   I    0.4  I    0.2  I    0.3
                  -I---------I---------I
               75  I     46  I     14  I     60
  FORESTRY,LOGGING I    2.8  I    0.6  I    1.5
                  -I---------I---------I
               77  I     11  I      1  I     12
  MINING,QUARRYING I    0.7  I    0.0  I    0.3
                  -I---------I---------I
               82  I     56  I      7  I     62
  PROCESSING       I    3.4  I    0.3  I    1.6
                  -I---------I---------I
               83  I     40  I      1  I     41
  MACHINING        I    2.5  I    0.0  I    1.1
                  -I---------I---------I
               85  I     68  I      1  I     70
  MANUFACTURING    I    4.2  I    0.1  I    1.8
                  -I---------I---------I
               87  I     81  I      6  I     87
  CONSTRUCTION     I    5.0  I    0.3  I    2.3
                  -I---------I---------I
               91  I     54  I     12  I     66
  TRANSPORTATION   I    3.3  I    0.5  I    1.7
                  -I---------I---------I
               93  I     24  I      8  I     32
  MATERIAL HANDLNG I    1.5  I    0.3  I    0.8
                  -I---------I---------I
               95  I     63  I     37  I    100
  OTHER CRAFTS     I    3.9  I    1.6  I    2.6
                  -I---------I---------I
               99  I     18  I      3  I     21
  OTHER            I    1.1  I    0.1  I    0.5
                  -I---------I---------I
           COLUMN      1620      2238      3858
            TOTAL      42.0      58.0     100.0
```

```
                    AGE
            COUNT  I
          COL PCT  ICOLLEGE  ADULT       ROW
                   I                      TOTAL
                   I      1  I      2  I
Q22B      ---------I---------I---------I
               11  I     33  I    155  I    188
  MANAGEMENT       I    2.7  I    5.9  I    4.9
                  -I---------I---------I
               21  I    143  I    276  I    420
  SCIENCE          I   11.5  I   10.6  I   10.9
                  -I---------I---------I
               23  I     45  I    120  I    166
  SOCIAL SCIENCES  I    3.6  I    4.6  I    4.3
                  -I---------I---------I
               27  I      3  I     77  I     79
  TEACHING         I    0.2  I    2.9  I    2.1
                  -I---------I---------I
               31  I     78  I    343  I    421
  MEDICINE,HEALTH  I    6.3  I   13.1  I   10.9
                  -I---------I---------I
               33  I     40  I     65  I    105
  FINE ARTS        I    3.2  I    2.5  I    2.7
                  -I---------I---------I
               37  I     21  I     28  I     49
  SPORT,RECREATION I    1.7  I    1.1  I    1.3
                  -I---------I---------I
               41  I    371  I    723  I   1094
  CLERICAL         I   29.7  I   27.7  I   28.3
                  -I---------I---------I
               51  I    172  I    272  I    444
  SALES            I   13.8  I   10.4  I   11.5
                  -I---------I---------I
               61  I    157  I    147  I    304
  SERVICE          I   12.6  I    5.6  I    7.9
                  -I---------I---------I
               71  I      9  I     20  I     29
  AGRICULTURE      I    0.7  I    0.8  I    0.7
                  -I---------I---------I
               73  I      6  I      5  I     11
  FISH,HUNT,TRAP   I    0.5  I    0.2  I    0.3
                  -I---------I---------I
               75  I     27  I     32  I     60
  FORESTRY,LOGGING I    2.2  I    1.2  I    1.5
                  -I---------I---------I
               77  I      6  I      6  I     12
  MINING,QUARRYING I    0.5  I    0.2  I    0.3
                  -I---------I---------I
               82  I     16  I     46  I     62
  PROCESSING       I    1.3  I    1.8  I    1.6
                  -I---------I---------I
               83  I      3  I     38  I     41
  MACHINING        I    0.2  I    1.5  I    1.1
                  -I---------I---------I
               85  I     13  I     56  I     70
  MANUFACTURING    I    1.1  I    2.2  I    1.8
                  -I---------I---------I
               87  I     32  I     55  I     87
  CONSTRUCTION     I    2.6  I    2.1  I    2.3
                  -I---------I---------I
               91  I     18  I     48  I     66
  TRANSPORTATION   I    1.5  I    1.8  I    1.7
                  -I---------I---------I
               93  I     15  I     17  I     32
  MATERIAL HANDLNG I    1.2  I    0.6  I    0.8
                  -I---------I---------I
               95  I     27  I     72  I    100
  OTHER CRAFTS     I    2.2  I    2.8  I    2.6
                  -I---------I---------I
               99  I      9  I     12  I     21
  OTHER            I    0.7  I    0.5  I    0.5
                  -I---------I---------I
           COLUMN      1248      2613      3861
            TOTAL      32.3      67.7     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

respectively). On the other hand, the Sales, Science, Manufacturing and Construction areas had higher percentages of males than females.

Table 60 provides a comparison of total B.C. employment by occupation (as of May, 1983) with that reported by the career/technical students. Respondents to the survey were more heavily concentrated in Managerial and Clerical occupations compared to total B.C. employment (37.0% and 28.3% students versus 25.0% and 17.2% workforce respectively). The respondents were not as prevalent in Service, Primary Occupations, Processing and Construction occupations.

While the Clerical occupations usually accounted for the largest percentage of respondents from each institution (see Appendix Report #1), there were several exceptions. Douglas students were predominantly employed in Health (23.0%) and Social Science related occupations (19.7%); Northwest students were employed in Social related occupations (58.3%); BCIT - Day students were employed in Science related occupations (16.5%); and Emily Carr students were employed in Fine Arts occupations (17.8%).

As might be expected, the occupational category in which the student was employed corresponded fairly well to the type of program undertaken by the student (Appendix Report #2). Those from the Renewable Resources area had occupations in forestry and logging; students from the Non-Renewable Resources, Engineering, Electrical and Mechanical areas had Science related occupations; those from Commercial Arts were employed in Fine Arts occupations; and students from Nursing and Health programs were employed in Health related occupations.

Table 60

COMPARISON OF TOTAL B.C. EMPLOYMENT WITH EMPLOYMENT OF CAREER/TECHNICAL STUDENTS BY OCCUPATION
(Column Percentages)

CCDO Categories	Occupation	Total B.C. Employment May '83	Career/Technical Students
11 - 37	Managerial	25.0	37.0
41	Clerical	17.2	28.3
51	Sales	11.2	11.5
61	Service	15.9	7.9
71 - 77	Primary Occupations	5.7	2.9
81 - 85	Processing	11.4	4.5
87	Construction	6.2	2.3
91	Transportation	4.0	1.7
93 - 99	Material Handling & Crafts	3.5	4.0

Source:

Average annual employment by industry as reported in the Labour Force Survey. Statistics Canada. Ottawa, Ontario. 1983. Catalogue 71-001 (monthly).

6.3 Relationship of Employment to Training (Question 19)

Given the foregoing comments concerning the students' occupational distribution, it is not surprising that, in response to Question 19, only a minority of students (24.4%) indicated there was no relationship between the training which they had and the main employment they had taken since leaving their post-secondary institution (*Table 61*). Over two-fifths (43.3%) indicated there was a definite relationship.

Differences by sex were quite small, although a slightly higher percentage of males (27.4%) compared to females (22.3%) reported their job as unrelated to their training. College age students were more likely than adult age students to report their job as unrelated to their training (30.1% compared to 21.6%).

From *Table 62*, it can be seen that students who had received their graduation certificate or diploma (18.5%) were less likely to be employed in an unrelated job and much more likely to be in a "definitely related" job (57.0%) than students who had not yet completed all requirements for their graduation (28.3% "unrelated" and 35.2% "definitely related").

6.4 Reasons for Employment Not Being Related to Training (Question 20)

In Question 20, individuals who had been employed since leaving their post-secondary institution in jobs unrelated to their training were asked to indicate the reasons. As the question allowed for multiple responses from the students, summation of N's in the upper portion of *Table 63* gives total responses rather than total respondents. However, the frequency percentages have been calculated on the basis of the number of individuals actually responding to Question 20 and therefore are % respondents. The lower portion of *Table 63* provides the number of individuals responding to the question.

Table 61

RELATIONSHIP OF MAIN EMPLOYMENT TO TRAINING
(Question 19 - Column Percentages)

```
                   Q29
             COUNT I
           COL PCT IMALE      FEMALE      ROW
                   I                      TOTAL
                   I        1 I        2 I
Q19       ---------I----------I----------I
                1  I      750 I     1140 I    1890
  DEF RELATED      I     41.0 I     45.0 I    43.3
                  -I----------I----------I
                2  I      548 I      791 I    1339
  RELATED          I     30.0 I     31.3 I    30.7
                  -I----------I----------I
                3  I      501 I      563 I    1064
  NOT RELATED      I     27.4 I     22.3 I    24.4
                  -I----------I----------I
                4  I       30 I       37 I      67
  RELATED -IMPLIED I      1.7 I      1.5 I     1.5
                  -I----------I----------I
            COLUMN       1829       2532      4361
             TOTAL       41.9       58.1     100.0
```

```
                   AGE
             COUNT I
           COL PCT ICOLLEGE  ADULT        ROW
                   I                      TOTAL
                   I        1 I        2 I
Q19       ---------I----------I----------I
                1  I      541 I     1354 I    1896
  DEF RELATED      I     37.5 I     46.2 I    43.3
                  -I----------I----------I
                2  I      454 I      888 I    1343
  RELATED          I     31.5 I     30.3 I    30.7
                  -I----------I----------I
                3  I      434 I      634 I    1068
  NOT RELATED      I     30.1 I     21.6 I    24.4
                  -I----------I----------I
                4  I       13 I       54 I      67
  RELATED -IMPLIED I      0.9 I      1.8 I     1.5
                  -I----------I----------I
            COLUMN       1443       2931      4374
             TOTAL       33.0       67.0     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Q19 Response Option 4 -
If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the job and training were "related-implied".

Table 62

CROSS-TABULATION OF RESPONSES
GRADUATION STATUS (Question 9)
VERSUS RELATIONSHIP OF EMPLOYMENT TO TRAINING (Question 19)

```
                  Q19
           COUNT  I
          ROW PCT IDEF RELA RELATED  NOT RELA RELATED    ROW
                  ITED               TED      -IMPLIED  TOTAL
                  I      1 I      2 I      3 I      4 I
Q9        --------I--------I--------I--------I--------I
                1 I   748  I   311  I   243  I    10  I  1312
  GOT DIPLOMA     I  57.0  I  23.7  I  18.5  I   0.8  I  30.8
                 -I--------I--------I--------I--------I
                2 I    46  I    29  I    11  I     4  I    90
  NOT APPLIED GRAD I 51.0  I  31.9  I  12.6  I   4.5  I   2.1
                 -I--------I--------I--------I--------I
                3 I   179  I   107  I    82  I    11  I   378
  COMPLETED COURSE I 47.3  I  28.3  I  21.7  I   2.8  I   8.9
                 -I--------I--------I--------I--------I
                4 I   870  I   863  I   700  I    42  I  2475
  NOT COMPLETED   I  35.2  I  34.9  I  28.3  I   1.7  I  58.2
                 -I--------I--------I--------I--------I
           COLUMN     1843     1310     1036       67     4256
            TOTAL     43.3     30.8     24.3      1.6    100.0

    1 OUT OF     16 (  6.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  1.431
RAW CHI SQUARE =    186.90401 WITH     9 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.12099
```

Note: Q19 Response Option 4 -
If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the job and training were "related-implied".

Table 63

REASONS FOR EMPLOYMENT NOT BEING RELATED TO TRAINING
(Question 20 - Column Percentages)

```
                   Q29
           COUNT  I
         COL PCT  IMALE      FEMALE     ROW
                  I                     TOTAL
                  I      1  I      2  I
QTWENTY     ------I---------I---------I
               1  I   1207  I   1808  I   3014
  NOT APPLICABLE  I   63.4  I   70.1  I   67.3
                 -I---------I---------I
               2  I    233  I    216  I    449
  CAN'T FIND JOB  I   41.5  I   33.4  I   37.2
                 -I---------I---------I
               3  I     22  I     29  I     51
  JOB OUTSIDE COMM I   3.9  I    4.5  I    4.2
                 -I---------I---------I
               4  I    101  I    116  I    218
  BETTER PAY      I   18.0  I   18.0  I   18.1
                 -I---------I---------I
               5  I     95  I    101  I    196
  BETTER OPPORTUNI I  16.9  I   15.6  I   16.3
                 -I---------I---------I
               6  I     81  I    132  I    213
  DIDN'T WANT JOB I   14.4  I   20.4  I   17.7
                 -I---------I---------I
               7  I    163  I    177  I    340
  INADEQUATE TRAIN I  29.1  I   27.4  I   28.2
                 -I---------I---------I
          COLUMN      1902      2579      4481
           TOTAL      42.4      57.6     100.0
```

```
                   AGE
           COUNT  I
         COL PCT  ICOLLEGE   ADULT      ROW
                  I                     TOTAL
                  I      1  I      2  I
QTWENTY     ------I---------I---------I
               1  I    900  I   2123  I   3023
  NOT APPLICABLE  I   59.4  I   71.3  I   67.3
                 -I---------I---------I
               2  I    228  I    221  I    449
  CAN'T FIND JOB  I   46.1  I   30.9  I   37.1
                 -I---------I---------I
               3  I     27  I     24  I     51
  JOB OUTSIDE COMM I   5.5  I    3.4  I    4.2
                 -I---------I---------I
               4  I     78  I    139  I    218
  BETTER PAY      I   15.8  I   19.4  I   18.0
                 -I---------I---------I
               5  I     57  I    142  I    199
  BETTER OPPORTUNI I  11.5  I   19.9  I   16.4
                 -I---------I---------I
               6  I     78  I    135  I    213
  DIDN'T WANT JOB I   15.8  I   18.9  I   17.6
                 -I---------I---------I
               7  I    146  I    195  I    340
  INADEQUATE TRAIN I  29.5  I   27.3  I   28.1
                 -I---------I---------I
          COLUMN      1514      2979      4493
           TOTAL      33.7      66.3     100.0
```

```
                   Q29
           COUNT  I
         COL PCT  IMALE      FEMALE     ROW
                  I                     TOTAL
                  I      1  I      2  I
Q20R     ---------I---------I---------I
               1  I   1207  I   1808  I   3014
  RESPONDED #1    I   59.1  I   62.5  I   61.1
                 -I---------I---------I
               2  I    275  I    441  I    716
  NO RESPONSE     I   13.5  I   15.2  I   14.5
                 -I---------I---------I
               3  I    561  I    646  I   1206
  OTHER THAN #1   I   27.5  I   22.3  I   24.4
                 -I---------I---------I
          COLUMN      2042      2894      4936
           TOTAL      41.4      58.6     100.0
```

```
                   AGE
           COUNT  I
         COL PCT  ICOLLEGE   ADULT      ROW
                  I                     TOTAL
                  I      1  I      2  I
Q20R     ---------I---------I---------I
               1  I    900  I   2123  I   3023
  RESPONDED #1    I   54.4  I   64.4  I   61.1
                 -I---------I---------I
               2  I    259  I    459  I    718
  NO RESPONSE     I   15.7  I   13.9  I   14.5
                 -I---------I---------I
               3  I    495  I    715  I   1210
  OTHER THAN #1   I   29.9  I   21.7  I   24.4
                 -I---------I---------I
          COLUMN      1654      3297      4951
           TOTAL      33.4      66.6     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Since multiple responses to Question 20 were acceptable, percentages in the upper portion of the table have been calculated based upon the actual number of individuals providing "some responses" as reported in the lower portion of the table.

In the previous Question 19, some 1,068 respondents had indicated there was no relationship between their job and their training. However, in Question 20, a total of 1,210 individuals provided reasons for this non-relationship. While not shown here, a cross-tabulation of responses to Question 19 with responses to Question 20 revealed that the majority of these additional respondents were people who had indicated their job as being only "somewhat related." Presumably, these people felt the need to explain in Question 20 why they had not been employed in a "definitely related" job.

Two "reasons" stand out as being indicated most frequently. These are "could not find a job related to my training" (37.1%) and "my training was inadequate" (28.1%). The other options received fewer responses, with only minor differences among them. The only exception was "could not find a related job without leaving my community" which was indicated least, by 4.2% of the students.

Males were more likely than females (41.5% compared to 33.4%) and college age respondents were more likely than adult age respondents (46.1% compared to 30.9%) to indicate they "could not find a job related to their training."

The pattern of responses in this question differed substantially from that reported in the earlier Cross-Sectional Follow-Up Study of 1979 career/technical students. In that earlier study, the reason "could not find a job related to my training" was indicated by only 28.3% of respondents (compared to 37.1% here) and was actually the third most frequent reason given rather than most frequent. The response "did not want to work in a job related to my training" appeared much more important two years ago (29.6% of the 1979 cohort compared to 17.6% of the 1981 cohort).

Differences by institution are provided in Appendix Report #1. While the majority of institutions had the response "could not find a job related to my training" being indicated most often, for Cariboo, East Kootenay, Fraser Valley and Open Learning, the most frequent response was "my training was inadequate." At North Island, the most frequent response was "better pay in present job than in related job".

6.5 Usefulness of Training in Performing Job (Question 23)

Over one-third of respondents (35.7%) reported their training was "very useful" in performing their job (*Table 64*), with a further 42.2% indicating it was "useful to some extent." Only 22.0% said their training was "not useful at all." This pattern is virtually identical to that reported in the earlier study on the 1979 cohort of career/technical students.

No major differences were evident by sex, however, there were some on the basis of age. College age students were much more likely than adult age students (28.8% versus 18.7%) to indicate their training was "not useful at all" in performing their job.

In Appendix Report #1, it can be seen that Emily Carr (49.1%) and Selkirk (36.8%) had the highest percentages of respondents saying their training was "not useful at all." In Appendix Report #2, the program areas in this same position were Fine Arts (48.0%) and Personal Services - Night (35.9%).

6.6 Monthly Salary (Question 18)

Question 18 asked the respondents to indicate their monthly salary before deductions. Five salary ranges were provided and nearly equal percentages of respondents were found in each of these categories (*Table 65*).

Table 64

USEFULNESS OF TRAINING IN PERFORMING YOUR JOB
(Question 23 - Column Percentages)

```
                  Q29
         COUNT   I
         COL PCT IMALE      FEMALE      ROW
                 I                     TOTAL
                 I      1  I      2  I
Q23      --------I---------I---------I
               1 I   574   I   918   I  1492
  VERY USEFUL    I  32.5   I  38.2   I  35.8
                -I---------I---------I
               2 I   762   I   998   I  1761
  USEFUL         I  43.1   I  41.5   I  42.2
                -I---------I---------I
               3 I   432   I   489   I   921
  NOT USEFUL     I  24.4   I  20.3   I  22.1
                -I---------I---------I
          COLUMN    1768      2406      4174
           TOTAL    42.4      57.6     100.0
```

```
                  AGE
         COUNT   I
         COL PCT ICOLLEGE  ADULT        ROW
                 I                     TOTAL
                 I      1  I      2  I
Q23      --------I---------I---------I
               1 I   431   I  1062   I  1492
  VERY USEFUL    I  31.3   I  37.9   I  35.7
                -I---------I---------I
               2 I   548   I  1216   I  1764
  USEFUL         I  39.8   I  43.4   I  42.2
                -I---------I---------I
               3 I   397   I   524   I   921
  NOT USEFUL     I  28.8   I  18.7   I  22.0
                -I---------I---------I
          COLUMN    1375      2802      4177
           TOTAL    32.9      67.1     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Table 65

MONTHLY SALARY BEFORE DEDUCTIONS
(Question 18 - Column Percentages)

```
                       Q29                                                        AGE
             COUNT    I                                             COUNT    I
             COL PCT  IMALE       FEMALE      ROW                   COL PCT  ICOLLEGE  ADULT        ROW
                      I                       TOTAL                          I                      TOTAL
                      I        1 I        2 I                                I        1 I        2 I
Q18          ---------I---------I---------I              Q18        ---------I---------I---------I
                    1 I     258 I     596 I     854                        1 I     454 I     403 I     857
  <$1000              I    15.0 I    25.2 I    20.9        <$1000            I    33.2 I    14.7 I    20.9
                     -I---------I---------I                                 -I---------I---------I
                    2 I     244 I     519 I     763                        2 I     404 I     362 I     766
  $1000-1399          I    14.2 I    21.9 I    18.6        $1000-1399        I    29.5 I    13.2 I    18.6
                     -I---------I---------I                                 -I---------I---------I
                    3 I     278 I     578 I     855                        3 I     300 I     562 I     863
  $1400-1799          I    16.1 I    24.4 I    20.9        $1400-1799        I    22.0 I    20.5 I    21.0
                     -I---------I---------I                                 -I---------I---------I
                    4 I     403 I     408 I     811                        4 I     148 I     662 I     811
  $1800-2199          I    23.4 I    17.2 I    19.8        $1800-2199        I    10.8 I    24.2 I    19.7
                     -I---------I---------I                                 -I---------I---------I
                    5 I     542 I     270 I     812                        5 I      62 I     750 I     812
  >= $2200            I    31.4 I    11.4 I    19.8        >= $2200          I     4.5 I    27.4 I    19.8
                     -I---------I---------I                                 -I---------I---------I
             COLUMN        1724      2371      4095                 COLUMN        1368      2740      4109
             TOTAL         42.1      57.9     100.0                 TOTAL         33.3      66.7     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Females tended to earn lower salaries than males, with 71.5% earning less than $1,800 per month compared to only 45.3% of males below this limit. A similar trend was evident by age, with 84.7% of college age respondents earning less than $1,800 compared to only 48.4% of adult age respondents in these categories.

Higher salary earnings were reported by institute students compared to college students (see Appendix A1), with 46.2% of institute students above $1,800 per month and only 21.4% of college students at this level. Individual institutions with the highest percentage of students above the $1,800/month level (see Appendix Report #1) were: BCIT - Night (50.0%), Open Learning (39.6%) and East Kootenay (33.4%).

The program areas having the largest percentages of low salaries (i.e. less than $1,000/month) occurred for students from Office Administration - 1 Year (58.0%), Commercial Art - 2 Year & Day (60.9% and 45.5%), Personal Services - Day (60.0%), Education - 1 Year & 2 Year (67.2% and 55.2%) and Fine Arts - 2 Year (64.3%). Those with the largest percentage of respondents earning above $1,800/month were: Health - Night (78.5%), Electrical-1 Year (75.0%), Business Administration - Night (51.2%).

Industry groupings having the largest proportion of students reporting low salaries (i.e. less than $1,000/month) were the Trade (34.9%) and Services (26.9%) areas (see *Table 66*). Those with the largest proportion of students earning above $1,800/month were: Mines, Oil and Gas (66.4%) and Utilities (70.9%).

Occupations having the greatest proportion of students earning low salaries were: Sports & Recreation (57.9%), Fine Arts (47.2%) and Social Science related occupations (38.3%) (see *Table 67*). Those with the greatest proportion above $1,800/month were: Machining (90.5%), Management (69.7%), Teaching (66.8%) and Mining & Quarrying (63.7%).

Table 66

CROSS-TABULATION OF RESPONSES
MONTHLY SALARY BEFORE DEDUCTIONS (Question 18)
VERSUS TYPE OF BUSINESS OR INDUSTRY (Question 21 Grouped)

```
                  Q21S
         COUNT   I
         COL PCT IAGRICULT  FORESTRY  FISH & T  MINES &   MANUFACT  CONSTRUC  TRANSPOR  UTILITIE  TRADE     FIN,INS   SERVICES  PUBLIC A    ROW
                 IURE                 RAP       OIL       URING     TION      T & COMM  S                   & RL EST            DMIN       TOTAL
                 I       1 I       2 I       3 I       4 I       5 I       6 I       7 I       8 I       9 I      10 I      11 I      12 I
Q18      --------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
               1 I       6 I       6 I       1 I       9 I      97 I      24 I      59 I       0 I     124 I      45 I     384 I      20 I     777
  <$1000         I    18.1 I     5.9 I     4.0 I    11.8 I    20.3 I    11.8 I    17.4 I     0.5 I    34.9 I    18.0 I    26.9 I     5.2 I    20.6
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
               2 I       8 I       8 I       6 I       5 I      72 I      48 I      44 I       1 I      74 I      69 I     284 I      71 I     690
  $1000-1399     I    25.3 I     7.1 I    22.1 I     6.1 I    15.0 I    23.4 I    13.0 I     1.5 I    20.9 I    27.5 I    19.9 I    18.5 I    18.3
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
               3 I      10 I      44 I       5 I      12 I      98 I      31 I      69 I      25 I      67 I      70 I     272 I     103 I     806
  $1400-1799     I    31.6 I    40.1 I    18.0 I    15.7 I    20.4 I    15.2 I    20.2 I    27.0 I    18.8 I    27.9 I    19.1 I    27.0 I    21.3
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
               4 I       3 I      23 I       6 I      18 I      83 I      47 I      83 I      18 I      60 I      31 I     265 I      95 I     730
  $1800-2199     I     8.9 I    20.7 I    23.2 I    22.6 I    17.4 I    22.9 I    24.5 I    19.2 I    16.9 I    12.2 I    18.5 I    24.7 I    19.3
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
               5 I       5 I      29 I       8 I      34 I     129 I      55 I      84 I      48 I      30 I      36 I     223 I      94 I     775
  >= $2200       I    16.0 I    26.2 I    32.7 I    43.8 I    26.9 I    26.8 I    24.9 I    51.7 I     8.4 I    14.3 I    15.6 I    24.6 I    20.5
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          COLUMN        33       110        25        78       479       206       340        92       354       251      1428       382      3777
           TOTAL       0.9       2.9       0.7       2.1      12.7       5.5       9.0       2.4       9.4       6.6      37.8      10.1     100.0


     2 OUT OF     60 (  3.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   4.571
RAW CHI SQUARE =    407.81412 WITH     44 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.16429
```

Table 67

CROSS-TABULATION OF RESPONSES
MONTHLY SALARY BEFORE DEDUCTIONS (Question 18)
VERSUS OCCUPATIONAL CATEGORY (Question 22(a) and 22(b))

```
                  Q22B
           COUNT  I
         COL PCT  IMANAGEME SCIENCE  SOCIAL S TEACHING MEDICINE FINE ART SPORT,RE CLERICAL SALES    SERVICE     ROW
                  INT                CIENCES           ,HEALTH  S        CREATION                            TOTAL
                  I     11 I     21 I     23 I     27 I     31 I     33 I     37 I     41 I     51 I     61 I
Q18       --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                1 I     11 I     25 I     62 I      9 I     80 I     47 I     28 I    198 I    131 I    100 I    757
  <$1000          I    6.1 I    6.1 I   38.3 I   12.2 I   19.7 I   47.2 I   57.9 I   18.9 I   31.9 I   34.0 I   20.6
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                2 I     14 I     81 I     38 I     11 I     44 I     26 I      7 I    264 I     52 I     68 I    682
  $1000-1399      I    7.9 I   20.0 I   23.4 I   15.1 I   10.8 I   25.9 I   14.6 I   25.3 I   12.7 I   23.3 I   18.5
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                3 I     29 I    103 I     22 I      4 I     74 I     14 I      4 I    308 I     74 I     60 I    778
  $1400-1799      I   16.4 I   25.3 I   13.5 I    6.0 I   18.1 I   14.6 I    7.5 I   29.5 I   18.0 I   20.5 I   21.2
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                4 I     42 I     98 I     24 I     10 I    106 I     10 I      5 I    174 I     88 I     36 I    725
  $1800-2199      I   24.0 I   24.0 I   14.9 I   13.2 I   26.2 I    9.6 I    9.4 I   16.7 I   21.4 I   12.3 I   19.7
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                5 I     80 I    100 I     16 I     39 I    102 I      3 I      5 I    101 I     66 I     29 I    738
  >= $2200        I   45.7 I   24.6 I    9.9 I   53.6 I   25.2 I    2.6 I   10.5 I    9.6 I   16.1 I    9.8 I   20.0
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN       174      407      161       73      406       99       49     1044      410      293     3679
           TOTAL       4.7     11.1      4.4      2.0     11.0      2.7      1.3     28.4     11.2      8.0    100.0


                  I
                  IAGRICULT FISH,HUN FORESTRY MINING,O PROCESSI MACHININ MANUFACT CONSTRUC TRANSPOR MATERIAL    ROW
                  IURE      T,TRAP   ,LOGGING UARRYING NG       G .      URING    TION     TATION   HANDLNG    TOTAL
                  I     71 I     73 I     75 I     77 I     82 I     83 I     85 I     87 I     91 I     93 I
          --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                1 I      7 I      0 I      5 I      0 I      6 I      2 I     10 I      6 I     21 I      1 I    757
  <$1000          I   24.4 I    4.2 I    8.4 I    0.0 I    9.4 I    6.1 I   15.0 I    7.9 I   33.2 I    4.5 I   20.6
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                2 I      4 I      5 I      5 I      4 I      6 I      1 I      7 I     12 I      5 I      9 I    682
  $1000-1399      I   14.9 I   40.2 I    8.2 I   36.3 I    9.7 I    3.4 I   10.4 I   16.1 I    7.5 I   27.5 I   18.5
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                3 I      5 I      1 I     16 I      0 I     12 I      0 I     10 I     11 I      4 I      4 I    778
  $1400-1799      I   18.8 I   11.6 I   30.1 I    0.0 I   20.2 I    0.0 I   15.3 I   15.3 I    6.6 I   13.0 I   21.2
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                4 I      3 I      1 I      9 I      0 I     10 I     15 I     19 I     24 I     17 I     12 I    725
  $1800-2199      I   10.8 I    8.4 I   17.1 I    3.7 I   15.8 I   37.2 I   27.6 I   31.7 I   27.6 I   37.4 I   19.7
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                5 I      9 I      4 I     20 I      7 I     27 I     22 I     22 I     22 I     16 I      5 I    738
  >= $2200        I   31.1 I   35.6 I   36.2 I   60.0 I   44.9 I   53.3 I   31.8 I   29.0 I   25.0 I   17.6 I   20.0
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN        28       11       55       12       61       40       68       75       62       31     3679
           TOTAL       0.8      0.3      1.5      0.3      1.7      1.1      1.9      2.0      1.7      0.8    100.0


                  IOTHER CR OTHER       ROW
                  IAFTS                TOTAL
                  I     95 I     99 I
          --------I--------I--------I
                1 I      6 I      4 I    757
  <$1000          I    6.0 I   17.7 I   20.6
                 -I--------I--------I
                2 I     16 I      3 I    682
  $1000-1399      I   16.8 I   15.0 I   18.5
                 -I--------I--------I
                3 I     15 I      7 I    778
  $1400-1799      I   15.3 I   33.4 I   21.2
                 -I--------I--------I
                4 I     22 I      1 I    725
  $1800-2199      I   22.5 I    6.8 I   19.7
                 -I--------I--------I
                5 I     39 I      6 I    738
  >= $2200        I   39.4 I   27.1 I   20.0
                 -I--------I--------I
          COLUMN        98       21     3679
           TOTAL       2.7      0.6    100.0

   15 OUT OF    110 ( 13.6%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0
MINIMUM EXPECTED CELL FREQUENCY =  2.110
RAW CHI SQUARE =    789.59015 WITH    84 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.23162
```

7.0 ASSESSMENT OF POST-SECONDARY EXPERIENCE (Question 24)

Question 24 on the Information Sheet asked all respondents to indicate their level of satisfaction with twelve different aspects of their post-secondary institution. Since a few of the items dealt with facilities or services with which some students may have had no contact, the response options included a "not applicable" category. The other response options were "satisfied," "dissatisfied" and "no opinion." Students responding "not applicable" have been removed from the results shown in *Table 68*.

A majority of students expressed satisfaction with most of the items in the list. In three areas, over four-fifths of the respondents indicated they were "satisfied." These were "availability of program wanted" (83.3%), "subject content of courses" (81.9%), and "overall quality of program" (81.1%). The three areas which had the smallest percentages of students indicating they were satisfied were "employment placement services" (23.6%), "career counselling" (43.3%) and "course or program advising" (57.8%).

Only minor differences existed between the response pattern for males compared to females (*Table 69*). The two exceptions were in response to "career counselling", for which 46.2% of females indicated they were satisfied compared to only 39.5% of males, and "employment placement services" (26.3% of males satisfied compared to 21.0% of females).

Adult age respondents were more inclined than college age respondents to indicate satisfaction with "subject content of courses" (84.9% versus 75.7%), and "preparation received for chosen occupation" (69.1% versus 61.5%). In contrast, college age students were more inclined than adult age students to be satisfied with "laboratory facilities" (71.3% versus 62.8%), "vocational/shop facilities" (67.5% versus 61.0%) and, while rated low for both groups, "employment placement services" (29.0% versus 19.3%).

Table 68

ASSESSMENT OF POST-SECONDARY EXPERIENCE
(Question 24 - Row Percentages)

Aspect of Post-Secondary Experience	Satisfied %	Dissatisfied %	No Opinion %	Responding %
1. Availability of program wanted	83.3	13.3	3.3	4,575
2. Availability of desired courses at preferred times	70.3	23.9	5.8	4,452
3. Adequacy of instruction	76.9	16.5	6.5	4,549
4. Subject content of courses	81.9	12.8	5.4	4,527
5. Preparation received for chosen occupation	66.4	12.8	20.8	3,692
6. Laboratory facilities	66.3	16.5	17.3	2,391
7. Vocational/shop facilities	63.8	11.8	24.4	1,950
8. Library facilities	73.3	8.5	18.2	3,596
9. Course or program advising	57.8	19.4	22.8	3,961
10. Career counselling	43.3	23.4	33.2	3,526
11. Employment placement services	23.6	29.6	46.8	2,558
12. Overall quality of program	81.1	10.3	8.6	4,508

Table 69

ASSESSMENT OF POST-SECONDARY EXPERIENCE
BY AGE AND SEX
(Question 24 - Column Percentages)

```
   QTFOUR1   Q24.1 AVAILABILITY OF DESIRED PROGRAM
* * * * * * * * * * * * * * * * * * * * * * * * *
```

```
                   Q29
           COUNT  I
         COL PCT  IMALE      FEMALE      ROW
                  I                    TOTAL
                  I      1 I      2 I
QTFOUR1  ---------I--------I--------I
                1 I   1558 I   2249 I   3807
  SATISFIED       I   81.4 I   84.7 I   83.3
                 -I--------I--------I
                2 I    276 I    335 I    610
  DISSATISFIED    I   14.4 I   12.6 I   13.4
                 -I--------I--------I
                3 I     80 I     71 I    152
  NO OPINION      I    4.2 I    2.7 I    3.3
                 -I--------I--------I
          COLUMN      1914     2655     4569
           TOTAL      41.9     58.1    100.0
```

```
                   AGE
           COUNT  I
         COL PCT  ICOLLEGE  ADULT        ROW
                  I                    TOTAL
                  I      1 I      2 I
QTFOUR1  ---------I--------I--------I
                1 I   1228 I   2585 I   3813
  SATISFIED       I   80.4 I   84.8 I   83.3
                 -I--------I--------I
                2 I    205 I    405 I    610
  DISSATISFIED    I   13.4 I   13.3 I   13.3
                 -I--------I--------I
                3 I     95 I     57 I    152
  NO OPINION      I    6.2 I    1.9 I    3.3
                 -I--------I--------I
          COLUMN      1528     3047     4575
           TOTAL      33.4     66.6    100.0
```

```
   QTFOUR2   Q24.2 AVAILABILITY OF DESIRED COURSES
* * * * * * * * * * * * * * * * * * * * * * * * *
```

```
                   Q29
           COUNT  I
         COL PCT  IMALE      FEMALE      ROW
                  I                    TOTAL
                  I      1 I      2 I
QTFOUR2  ---------I--------I--------I
                1 I   1273 I   1852 I   3125
  SATISFIED       I   69.0 I   71.2 I   70.3
                 -I--------I--------I
                2 I    434 I    628 I   1061
  DISSATISFIED    I   23.5 I   24.1 I   23.9
                 -I--------I--------I
                3 I    138 I    122 I    260
  NO OPINION      I    7.5 I    4.7 I    5.8
                 -I--------I--------I
          COLUMN      1844     2601     4445
           TOTAL      41.5     58.5    100.0
```

```
                   AGE
           COUNT  I
         COL PCT  ICOLLEGE  ADULT        ROW
                  I                    TOTAL
                  I      1 I      2 I
QTFOUR2  ---------I--------I--------I
                1 I   1007 I   2120 I   3127
  SATISFIED       I   69.6 I   70.5 I   70.3
                 -I--------I--------I
                2 I    293 I    772 I   1065
  DISSATISFIED    I   20.2 I   25.7 I   23.9
                 -I--------I--------I
                3 I    146 I    113 I    260
  NO OPINION      I   10.1 I    3.8 I    5.8
                 -I--------I--------I
          COLUMN      1446     3006     4452
           TOTAL      32.5     67.5    100.0
```

```
   QTFOUR3   Q24.3 ADEQUACY OF INSTRUCTION
* * * * * * * * * * * * * * * * * * * *
```

```
                   Q29
           COUNT  I
         COL PCT  IMALE      FEMALE      ROW
                  I                    TOTAL
                  I      1 I      2 I
QTFOUR3  ---------I--------I--------I
                1 I   1481 I   2013 I   3494
  SATISFIED       I   77.7 I   76.3 I   76.9
                 -I--------I--------I
                2 I    283 I    468 I    751
  DISSATISFIED    I   14.8 I   17.8 I   16.5
                 -I--------I--------I
                3 I    143 I    155 I    298
  NO OPINION      I    7.5 I    5.9 I    6.6
                 -I--------I--------I
          COLUMN      1906     2636     4542
           TOTAL      42.0     58.0    100.0
```

```
                   AGE
           COUNT  I
         COL PCT  ICOLLEGE  ADULT        ROW
                  I                    TOTAL
                  I      1 I      2 I
QTFOUR3  ---------I--------I--------I
                1 I   1097 I   2403 I   3500
  SATISFIED       I   72.3 I   79.3 I   76.9
                 -I--------I--------I
                2 I    273 I    478 I    751
  DISSATISFIED    I   17.9 I   15.8 I   16.5
                 -I--------I--------I
                3 I    149 I    149 I    298
  NO OPINION      I    9.8 I    4.9 I    6.5
                 -I--------I--------I
          COLUMN      1519     3030     4549
           TOTAL      33.4     66.6    100.0
```

```
   QTFOUR4   Q24.4 SUBJECT CONTENT OF COURSES
* * * * * * * * * * * * * * * * * * * * * * *
```

```
                   Q29
           COUNT  I
         COL PCT  IMALE      FEMALE      ROW
                  I                    TOTAL
                  I      1 I      2 I
QTFOUR4  ---------I--------I--------I
                1 I   1538 I   2165 I   3703
  SATISFIED       I   81.0 I   82.6 I   81.9
                 -I--------I--------I
                2 I    238 I    339 I    578
  DISSATISFIED    I   12.6 I   12.9 I   12.8
                 -I--------I--------I
                3 I    122 I    117 I    239
  NO OPINION      I    6.4 I    4.5 I    5.3
                 -I--------I--------I
          COLUMN      1898     2621     4521
           TOTAL      42.0     58.0    100.0
```

```
                   AGE
           COUNT  I
         COL PCT  ICOLLEGE  ADULT        ROW
                  I                    TOTAL
                  I      1 I      2 I
QTFOUR4  ---------I--------I--------I
                1 I   1136 I   2571 I   3706
  SATISFIED       I   75.7 I   84.9 I   81.9
                 -I--------I--------I
                2 I    242 I    335 I    578
  DISSATISFIED    I   16.2 I   11.1 I   12.8
                 -I--------I--------I
                3 I    121 I    121 I    243
  NO OPINION      I    8.1 I    4.0 I    5.4
                 -I--------I--------I
          COLUMN      1500     3027     4527
           TOTAL      33.1     66.9    100.0
```

(CONTINUED)

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

```
   QTFOUR5    Q24.5 PREPARATION FOR JOB
 * * * * * * * * * * * * * * * * * * * * *

                        Q29
               COUNT  I
             COL PCT  IMALE       FEMALE       ROW
                      I                        TOTAL
                      I        1 I        2 I
QTFOUR5      ---------I----------I----------I
                   1  I    1001  I    1442  I   2443
  SATISFIED           I    64.8  I    67.4  I   66.3
                     -I----------I----------I
                   2  I     184  I     288  I    473
  DISSATISFIED        I    11.9  I    13.5  I   12.8
                     -I----------I----------I
                   3  I     361  I     408  I    769
  NO OPINION          I    23.3  I    19.1  I   20.9
                     -I----------I----------I
              COLUMN       1546       2139      3685
               TOTAL       42.0       58.0     100.0
```

```
                        AGE
               COUNT  I
             COL PCT  ICOLLEGE   ADULT         ROW
                      I                        TOTAL
                      I        1 I        2 I
QTFOUR5      ---------I----------I----------I
                   1  I     816  I    1634  I   2449
  SATISFIED           I    61.5  I    69.1  I   66.4
                     -I----------I----------I
                   2  I     183  I     290  I    473
  DISSATISFIED        I    13.8  I    12.3  I   12.8
                     -I----------I----------I
                   3  I     327  I     442  I    769
  NO OPINION          I    24.7  I    18.7  I   20.8
                     -I----------I----------I
              COLUMN       1326       2366      3692
               TOTAL       35.9       64.1     100.0
```

```
   QTFOUR6    Q24.6 LAB FACILITIES
 * * * * * * * * * * * * * * * * *

                        Q29
               COUNT  I
             COL PCT  IMALE       FEMALE       ROW
                      I                        TOTAL
                      I        1 I        2 I
QTFOUR6      ---------I----------I----------I
                   1  I     797  I     784  I   1581
  SATISFIED           I    67.1  I    65.5  I   66.3
                     -I----------I----------I
                   2  I     213  I     181  I    393
  DISSATISFIED        I    17.9  I    15.1  I   16.5
                     -I----------I----------I
                   3  I     178  I     233  I    410
  NO OPINION          I    15.0  I    19.4  I   17.2
                     -I----------I----------I
              COLUMN       1187       1198      2385
               TOTAL       49.8       50.2     100.0
```

```
                        AGE
               COUNT  I
             COL PCT  ICOLLEGE   ADULT         ROW
                      I                        TOTAL
                      I        1 I        2 I
QTFOUR6      ---------I----------I----------I
                   1  I     692  I     892  I   1585
  SATISFIED           I    71.3  I    62.8  I   66.3
                     -I----------I----------I
                   2  I     113  I     280  I    393
  DISSATISFIED        I    11.7  I    19.7  I   16.5
                     -I----------I----------I
                   3  I     165  I     248  I    413
  NO OPINION          I    17.0  I    17.5  I   17.3
                     -I----------I----------I
              COLUMN        971       1421      2391
               TOTAL       40.6       59.4     100.0
```

```
   QTFOUR7    Q24.7 VOC-SHOP FACILITIES
 * * * * * * * * * * * * * * * * * * * * *

                        Q29
               COUNT  I
             COL PCT  IMALE       FEMALE       ROW
                      I                        TOTAL
                      I        1 I        2 I
QTFOUR7      ---------I----------I----------I
                   1  I     617  I     622  I   1240
  SATISFIED           I    64.5  I    63.0  I   63.8
                     -I----------I----------I
                   2  I     128  I     102  I    230
  DISSATISFIED        I    13.4  I    10.3  I   11.9
                     -I----------I----------I
                   3  I     211  I     263  I    474
  NO OPINION          I    22.0  I    26.6  I   24.4
                     -I----------I----------I
              COLUMN        956        987      1943
               TOTAL       49.2       50.8     100.0
```

```
                        AGE
               COUNT  I
             COL PCT  ICOLLEGE   ADULT         ROW
                      I                        TOTAL
                      I        1 I        2 I
QTFOUR7      ---------I----------I----------I
                   1  I     550  I     694  I   1243
  SATISFIED           I    67.5  I    61.0  I   63.8
                     -I----------I----------I
                   2  I      88  I     143  I    230
  DISSATISFIED        I    10.8  I    12.6  I   11.8
                     -I----------I----------I
                   3  I     176  I     300  I    476
  NO OPINION          I    21.7  I    26.4  I   24.4
                     -I----------I----------I
              COLUMN        814       1136      1950
               TOTAL       41.7       58.3     100.0
```

```
   QTFOUR8    Q24.8 LIBRARY FACILITIES
 * * * * * * * * * * * * * * * * * * *

                        Q29
               COUNT  I
             COL PCT  IMALE       FEMALE       ROW
                      I                        TOTAL
                      I        1 I        2 I
QTFOUR8      ---------I----------I----------I
                   1  I    1193  I    1434  I   2627
  SATISFIED           I    74.3  I    72.3  I   73.2
                     -I----------I----------I
                   2  I     124  I     183  I    307
  DISSATISFIED        I     7.7  I     9.2  I    8.6
                     -I----------I----------I
                   3  I     288  I     367  I    655
  NO OPINION          I    18.0  I    18.5  I   18.3
                     -I----------I----------I
              COLUMN       1606       1983      3590
               TOTAL       44.7       55.3     100.0
```

```
                        AGE
               COUNT  I
             COL PCT  ICOLLEGE   ADULT         ROW
                      I                        TOTAL
                      I        1 I        2 I
QTFOUR8      ---------I----------I----------I
                   1  I    1030  I    1604  I   2634
  SATISFIED           I    75.2  I    72.0  I   73.3
                     -I----------I----------I
                   2  I     118  I     189  I    307
  DISSATISFIED        I     8.6  I     8.5  I    8.5
                     -I----------I----------I
                   3  I     221  I     434  I    655
  NO OPINION          I    16.1  I    19.5  I   18.2
                     -I----------I----------I
              COLUMN       1369       2227      3596
               TOTAL       38.1       61.9     100.0
```

```
(CONTINUED)
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

```
   QTFOUR9   Q24.9 COURSE OR PROGRAM ADVISING
 * * * * * * * * * * * * * * * * * * * * * * * * *

                     Q29
             COUNT  I
           COL PCT  IMALE      FEMALE       ROW
                    I                      TOTAL
                    I      1  I      2  I
QTFOUR9    ---------I---------I---------I
                 1  I    956  I   1329  I   2285
  SATISFIED         I   56.6  I   58.7  I   57.8
                   -I---------I---------I
                 2  I    329  I    437  I    766
  DISSATISFIED      I   19.4  I   19.3  I   19.4
                   -I---------I---------I
                 3  I    406  I    497  I    903
  NO OPINION        I   24.0  I   22.0  I   22.8
                   -I---------I---------I
            COLUMN      1691      2264      3955
             TOTAL      42.8      57.2     100.0
```

```
                    AGE
             COUNT  I
           COL PCT  ICOLLEGE   ADULT        ROW
                    I                      TOTAL
                    I      1  I      2  I
QTFOUR9    ---------I---------I---------I
                 1  I    775  I   1514  I   2289
  SATISFIED         I   54.9  I   59.4  I   57.8
                   -I---------I---------I
                 2  I    304  I    466  I    770
  DISSATISFIED      I   21.5  I   18.3  I   19.4
                   -I---------I---------I
                 3  I    334  I    568  I    902
  NO OPINION        I   23.7  I   22.3  I   22.8
                   -I---------I---------I
            COLUMN      1412      2549      3961
             TOTAL      35.7      64.3     100.0
```

```
   QTFOUR10  Q24.10 CAREER COUNSELLING
 * * * * * * * * * * * * * * * * * * * * *

                     Q29
             COUNT  I
           COL PCT  IMALE      FEMALE       ROW
                    I                      TOTAL
                    I      1  I      2  I
QTFOUR10   ---------I---------I---------I
                 1  I    602  I    922  I   1523
  SATISFIED         I   39.5  I   46.2  I   43.3
                   -I---------I---------I
                 2  I    390  I    434  I    823
  DISSATISFIED      I   25.6  I   21.7  I   23.4
                   -I---------I---------I
                 3  I    533  I    641  I   1173
  NO OPINION        I   35.0  I   32.1  I   33.3
                   -I---------I---------I
            COLUMN      1524      1996      3520
             TOTAL      43.3      56.7     100.0
```

```
                    AGE
             COUNT  I
           COL PCT  ICOLLEGE   ADULT        ROW
                    I                      TOTAL
                    I      1  I      2  I
QTFOUR10   ---------I---------I---------I
                 1  I    552  I    975  I   1527
  SATISFIED         I   41.2  I   44.6  I   43.3
                   -I---------I---------I
                 2  I    334  I    493  I    827
  DISSATISFIED      I   24.9  I   22.6  I   23.4
                   -I---------I---------I
                 3  I    455  I    717  I   1172
  NO OPINION        I   33.9  I   32.8  I   33.2
                   -I---------I---------I
            COLUMN      1342      2185      3526
             TOTAL      38.0      62.0     100.0
```

```
   QTFOUR11  Q24.11 JOB PLACEMENT SERVICES
 * * * * * * * * * * * * * * * * * * * * * * *

                     Q29
             COUNT  I
           COL PCT  IMALE      FEMALE       ROW
                    I                      TOTAL
                    I      1  I      2  I
QTFOUR11   ---------I---------I---------I
                 1  I    315  I    284  I    600
  SATISFIED         I   26.3  I   21.0  I   23.5
                   -I---------I---------I
                 2  I    341  I    417  I    757
  DISSATISFIED      I   28.4  I   30.8  I   29.7
                   -I---------I---------I
                 3  I    542  I    653  I   1195
  NO OPINION        I   45.2  I   48.2  I   46.8
                   -I---------I---------I
            COLUMN      1198      1354      2552
             TOTAL      46.9      53.1     100.0
```

```
                    AGE
             COUNT  I
           COL PCT  ICOLLEGE   ADULT        ROW
                    I                      TOTAL
                    I      1  I      2  I
QTFOUR11   ---------I---------I---------I
                 1  I    327  I    276  I    603
  SATISFIED         I   29.0  I   19.3  I   23.6
                   -I---------I---------I
                 2  I    374  I    383  I    757
  DISSATISFIED      I   33.2  I   26.8  I   29.6
                   -I---------I---------I
                 3  I    426  I    772  I   1198
  NO OPINION        I   37.8  I   53.9  I   46.8
                   -I---------I---------I
            COLUMN      1127      1431      2558
             TOTAL      44.1      55.9     100.0
```

```
   QTFOUR12  Q24.12 OVERALL QUALITY OF PROGRAM
 * * * * * * * * * * * * * * * * * * * * * * * * *

                     Q29
             COUNT  I
           COL PCT  IMALE      FEMALE       ROW
                    I                      TOTAL
                    I      1  I      2  I
QTFOUR12   ---------I---------I---------I
                 1  I   1520  I   2129  I   3649
  SATISFIED         I   80.2  I   81.7  I   81.1
                   -I---------I---------I
                 2  I    191  I    275  I    466
  DISSATISFIED      I   10.1  I   10.5  I   10.4
                   -I---------I---------I
                 3  I    183  I    203  I    386
  NO OPINION        I    9.7  I    7.8  I    8.6
                   -I---------I---------I
            COLUMN      1894      2607      4501
             TOTAL      42.1      57.9     100.0
```

```
                    AGE
             COUNT  I
           COL PCT  ICOLLEGE   ADULT        ROW
                    I                      TOTAL
                    I      1  I      2  I
QTFOUR12   ---------I---------I---------I
                 1  I   1183  I   2473  I   3656
  SATISFIED         I   78.0  I   82.7  I   81.1
                   -I---------I---------I
                 2  I    158  I    308  I    466
  DISSATISFIED      I   10.4  I   10.3  I   10.3
                   -I---------I---------I
                 3  I    176  I    210  I    386
  NO OPINION        I   11.6  I    7.0  I    8.6
                   -I---------I---------I
            COLUMN      1517      2991      4508
             TOTAL      33.7      66.3     100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

While there was little basic difference in satisfaction rates between college and institute students (Appendix A1), a slightly greater proportion of college, rather than institute, students reported satisfaction with "course or program advising" and dissatisfaction with "employment placement services".

Analysis of data provided in Appendix Report #2 indicates that the three following program areas have a fairly widespread pattern of high rates of dissatisfaction:

Program Area	% Dissatisfied	Dissatisfied With
Commercial Art - Day	45.6%	Adequacy of instruction
	36.8%	Subject content of courses
	33.3%	Preparation received for chosen occupation
	29.8%	Employment placement services
	38.6%	Overall quality of program
Engineering - 2 Year	35.4%	Adequacy of instruction
	47.1%	Preparation received for chosen occupation
	30.0%	Career counselling
	48.9%	Employment placement services
Personal Services - 2 Year	38.0%	Adequacy of instruction
	33.6%	Subject content of courses
	41.2%	Employment placement services
	33.6%	Overall quality of program

In a cross-tabulation of responses to "main objective for attending" (Question 2) with responses to Question 24 concerning levels of satisfaction, the following groups had a fairly widespread pattern of high rates of dissatisfaction:

Program Area	% Dissatisfied	Dissatisfied With
Transfer To a University	20.3%	Availability of program wanted
	44.0%	Availability of desired course at preferred times
	23.0%	Adequacy of instruction
	21.4%	Preparation received for chosen occupation
	14.1%	Library facilities
	31.0%	Course or program advising
	38.2%	Career counselling
	45.0%	Employment placement services
Study Until a Job Becomes Available	36.7%	Availability of desired courses at preferred times
	37.9%	Laboratory facilities
	53.6%	Employment placement services
Learn The Skills Needed for a Job	14.4%	Subject content of courses
	12.7%	Vocational/shop facilities
Improve Existing Job Skills	14.9%	Subject content of courses
	14.7%	Vocational/shop facilities

8.0 FUTURE EDUCATIONAL INTENTIONS

Two items on the Information Sheet asked the former students about their future educational intentions. These were Questions 27 and 28. The responses to these are reported in this section.

8.1 Future Educational Plans (Question 27)

In Question 27, the respondents were asked about their future educational plans. Nearly one half (49.8%) reported that they "plan to take further education in their field of training" (*Table 70*). One-third of the respondents (33.9%) indicated that they might take "the occasional course to keep up-to-date in their field of training" and one-third (36.8%) said they "plan to take further education in areas other than their field of

Table 70

FUTURE EDUCATIONAL PLANS
(Question 27 - Column Percentages)

```
                          SEX
                 COUNT   I
               COL PCT   IMALE      FEMALE       ROW
                         I                       TOTAL
                         I     1  I     2  I
QTSEVEN         ---------I--------I--------I
                     1   I  1001  I  1326  I    2327
  FURTHER EDUCATIO       I  51.0  I  48.9  I    49.8
                        -I--------I--------I
                     2   I   637  I   949  I    1586
  KEEP UP-TO-DATE        I  32.5  I  35.0  I    34.0
                        -I--------I--------I
                     3   I   731  I   989  I    1720
  EDUC-OTHER FIELD       I  37.3  I  36.5  I    36.8
                        -I--------I--------I
                     4   I   292  I   478  I     770
  GENERAL INTEREST       I  14.9  I  17.6  I    16.5
                        -I--------I--------I
                     5   I    56  I    77  I     133
  NO MORE TRAINING       I   2.9  I   2.8  I     2.8
                        -I--------I--------I
                COLUMN      2718     3818       6536
                 TOTAL      41.6     58.4      100.0
```

```
                          AGE
                 COUNT   I
               COL PCT   ICOLLEGE   ADULT        ROW
                         I                       TOTAL
                         I     1  I     2  I
QTSEVEN         ---------I--------I--------I
                     1   I   790  I  1541  I    2331
  FURTHER EDUCATIO       I  50.8  I  49.3  I    49.8
                        -I--------I--------I
                     2   I   502  I  1083  I    1585
  KEEP UP-TO-DATE        I  32.3  I  34.7  I    33.9
                        -I--------I--------I
                     3   I   598  I  1124  I    1722
  EDUC-OTHER FIELD       I  38.5  I  36.0  I    36.8
                        -I--------I--------I
                     4   I   233  I   540  I     773
  GENERAL INTEREST       I  15.0  I  17.3  I    16.5
                        -I--------I--------I
                     5   I    57  I    76  I     133
  NO MORE TRAINING       I   3.7  I   2.4  I     2.8
                        -I--------I--------I
                COLUMN      2181     4364       6545
                 TOTAL      33.3     66.7      100.0
```

```
                          SEX
                 COUNT   I
               COL PCT   IMALE      FEMALE       ROW
                         I                       TOTAL
                         I     1  I     2  I
Q27B            ---------I--------I--------I
                     1   I    81  I   185  I     266
  NO RESPONSE            I   3.9  I   6.4  I     5.4
                        -I--------I--------I
                     2   I  1961  I  2708  I    4670
  SOME RESPONSE          I  96.1  I  93.6  I    94.6
                        -I--------I--------I
                COLUMN      2042     2894       4936
                 TOTAL      41.4     58.6      100.0
```

```
                          AGE
                 COUNT   I
               COL PCT   ICOLLEGE   ADULT        ROW
                         I                       TOTAL
                         I     1  I     2  I
Q27B            ---------I--------I--------I
                     1   I   100  I   174  I     274
  NO RESPONSE            I   6.1  I   5.3  I     5.5
                        -I--------I--------I
                     2   I  1554  I  3123  I    4677
  SOME RESPONSE          I  93.9  I  94.7  I    94.5
                        -I--------I--------I
                COLUMN      1654     3297       4951
                 TOTAL      33.4     66.6      100.0
```

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Since multiple responses to Question 27 were acceptable, percentages in the upper portion of the table have been calculated based upon the actual number of individuals providing "some responses" as reported in the lower portion of the table.

training." Only 2.8% indicated that they did not plan to take any further education.

There were no statistical differences according to sex or age in the responses to this question. Individuals of both sexes and of all ages anticipate a continuing process of education in either their immediate field of training or in other areas. These results were quite similar to those obtained in the earlier Cross-Sectional Follow-Up Study of 1979 career/technical students.

8.2 Desired Location of Further Education (Question 28)

BCIT was identified by 41.3% of the respondents as the place where they would hope to enrol in order to further their education (*Table 71*). While this figure is substantially higher than the next closest figure (U.B.C., with 11.9%), it must be remembered that BCIT respondents account for 65% of the weighted sample. However, despite this, approximately 5% of respondents from every institution indicated BCIT as the place where they hoped to enrol in the future (*Table 72*).

In *Table 72*, it can also be seen that somewhere between one-quarter and one-half of the students indicated that they hoped to return to their previous institution. Only a few institutions stood out as exceptions to this general rule. These were East Kootenay (64.6%) and Fraser Valley (56.5%) where even higher percentages indicated a desire to return, and Emily Carr (9.6%), where the figure indicating a return was quite low relative to the rest. Other notable percentages were: Camosun students indicating plans to enrol at U.Vic. (17.4%), Capilano, Kwantlen and BCIT Day and Night students indicating their plans for SFU (6.8%, 6.3% and 7.3%); Cariboo, East Kootenay, and Northern Lights students indicating their plans for Alberta (4.9%, 5.7% and 10.1%); Emily Carr students indicating plans for other provinces and for institutions outside Canada and the U.S. (9.6% and 16.4% respectively).

Table 71

DESIRED LOCATION OF FURTHER EDUCATION
(Question 28 - Column Percentages)

Q28	COUNT COL PCT	SEX MALE 1	FEMALE 2	ROW TOTAL
CAMOSUN	1	30 2.1	35 1.9	66 2.0
CAPILANO	2	23 1.6	48 2.5	71 2.1
CARIBOO	3	24 1.7	31 1.6	55 1.7
DOUGLAS	4	30 2.1	79 4.1	109 3.3
EAST KOOTENAY	5	16 1.1	37 1.9	53 1.6
FRASER VALLEY	6	20 1.4	31 1.6	51 1.5
KWANTLEN	7	8 0.6	62 3.2	70 2.1
MALASPINA	8	22 1.5	38 2.0	60 1.8
NEW CALEDONIA	9	7 0.5	7 0.4	14 0.4
NORTHERN LIGHTS	10	6 0.4	19 1.0	25 0.7
NORTH ISLAND	11	8 0.6	33 1.7	41 1.2
NORTHWEST	12	0 0.0	6 0.3	6 0.2
OKANAGAN	13	30 2.1	53 2.8	83 2.5
SELKIRK	14	8 0.6	15 0.8	23 0.7
VANCOUVER	15	30 2.1	58 3.1	88 2.6
BCIT	21	488 34.2	884 46.8	1372 41.4
EMILY CARR	22	10 0.7	11 0.6	21 0.6
JUSTICE	23	3 0.2	1 0.0	3 0.1
MARINE	24	4 0.4	4 0.2	8 0.2
OPEN LEARNING	25	18 1.3	70 3.7	88 2.6
PVI	26	27 1.9	27 1.4	54 1.6
SIMON FRASER	31	70 4.9	134 7.1	204 6.2
U.B.C.	32	177 12.4	208 11.0	385 11.6
U. VICTORIA	33	37 2.6	34 1.8	71 2.1
TRINITY WESTERN	44	1 0.1	2 0.1	3 0.1
KNOWLEDGE NETWORK	45	1 0.1	3 0.2	4 0.1
DAVID THOMPSON	46	2 0.1	7 0.4	9 0.3
OTHER BC INST	47	19 1.3	38 2.0	58 1.7
ALBERTA	51	27 1.9	40 2.1	67 2.0
OTHER PROVINCES	52	29 2.0	38 2.0	68 2.0
WASHINGTON	53	1 0.1	4 0.2	5 0.2
OTHER U.S. STATE	54	14 1.0	19 1.0	33 1.0
OUTSIDE CAN & US	55	10 0.7	15 0.8	24 0.7
	COLUMN TOTAL	1426 43.0	1888 57.0	3314 100.0

Q28	COUNT COL PCT	AGE COLLEGE 1	ADULT 2	ROW TOTAL
CAMOSUN	1	35 3.1	31 1.4	66 2.0
CAPILANO	2	21 1.9	50 2.3	71 2.1
CARIBOO	3	19 1.7	37 1.7	56 1.7
DOUGLAS	4	50 4.5	59 2.7	109 3.3
EAST KOOTENAY	5	8 0.7	45 2.0	53 1.6
FRASER VALLEY	6	12 1.1	39 1.7	51 1.5
KWANTLEN	7	23 2.1	47 2.1	70 2.1
MALASPINA	8	34 3.1	37 1.7	60 1.8
NEW CALEDONIA	9	10 0.9	4 0.2	14 0.4
NORTHERN LIGHTS	10	7 0.6	18 0.8	25 0.7
NORTH ISLAND	11	5 0.5	36 1.6	41 1.2
NORTHWEST	12	4 0.4	2 0.1	6 0.2
OKANAGAN	13	20 1.8	63 2.9	83 2.5
SELKIRK	14	5 0.5	18 0.8	23 0.7
VANCOUVER	15	30 2.7	58 2.6	88 2.6
BCIT	21	525 47.3	848 38.4	1373 41.3
EMILY CARR	22	6 0.5	15 0.7	21 0.6
JUSTICE	23	3 0.3	0 0.0	3 0.1
MARINE	24	8 0.7	0 0.0	8 0.2
OPEN LEARNING	25	27 2.4	61 2.8	88 2.6
PVI	26	43 3.9	11 0.5	54 1.6
SIMON FRASER	31	88 7.9	111 5.0	204 6.1
U.B.C.	32	158 14.2	227 10.3	385 11.6
U. VICTORIA	33	22 2.0	49 2.2	71 2.1
TRINITY WESTERN	44	2 0.2	1 0.0	3 0.1
KNOWLEDGE NETWORK	45	1 0.1	3 0.1	4 0.1
DAVID THOMPSON	46	2 0.2	7 0.3	9 0.3
OTHER BC INST	47	21 1.9	36 1.6	58 1.7
ALBERTA	51	41 3.7	25 1.1	67 2.0
OTHER PROVINCES	52	44 3.9	40 2.2	68 2.0
WASHINGTON	53	3 0.3	2 0.1	5 0.2
OTHER U.S. STATE	54	13 1.2	19 0.9	33 1.0
OUTSIDE CAN & US	55	13 1.2	11 0.5	24 0.7
	COLUMN TOTAL	1110 33.4	2210 66.6	3320 100.0

Note: Adjusted frequencies, excluding the "no response" category. Totals for age and sex may not be equal due to unknown or invalid classifications.

Table 72

CROSS-TABULATION OF RESPONSES
DESIRED LOCATION OF FURTHER EDUCATION (Question 28)
VERSUS PREVIOUS INSTITUTION

G09	COUNT COL PCT	INST CAMOSUN 1	CAPILANO 2	CARIBOO 3	DOUGLAS 4	EAST KOOTENAY 5	FRASER VALLEY 6	KWANTLEN 7	MALASPINA 8	NORTHERN LIGHTS 10	NORTH ISLAND 11	ROW TOTAL
	0	74 26.8	133 34.5	47 25.5	129 28.2	35 22.2	22 17.7	46 31.9	70 28.2	21 26.6	47 29.7	1644 33.2
CAMOSUN	1	86 31.2	3 0.8	0 0.0	1 0.2	0 0.0	0 0.0	0 0.0	8 3.2	0 0.0	4 2.5	124 2.5
CAPILANO	2	0 0.0	105 27.3	0 0.0	5 1.1	1 0.6	0 0.0	1 0.7	0 0.0	0 0.0	0 0.0	120 2.4
CARIBOO	3	0 0.0	0 0.0	82 44.6	1 0.2	0 0.0	0 0.0	0 0.0	1 0.4	1 1.3	0 0.0	103 2.1
DOUGLAS	4	0 0.0	4 1.0	0 0.0	148 32.4	0 0.0	2 1.6	3 2.1	0 0.0	0 0.0	0 0.0	179 3.6
EAST KOOTENAY	5	0 0.0	0 0.0	2 1.1	0 0.0	102 64.6	0 0.0	0 0.0	1 0.4	0 0.0	0 0.0	113 2.3
FRASER VALLEY	6	0 0.0	1 0.3	0 0.0	7 1.5	0 0.0	70 56.5	0 0.0	1 0.4	0 0.0	0 0.0	91 1.8
KWANTLEN	7	0 0.0	4 1.0	0 0.0	28 6.1	0 0.0	1 0.8	34 23.6	2 0.8	0 0.0	0 0.0	84 1.7
MALASPINA	8	4 1.4	0 0.0	0 0.0	1 0.2	0 0.0	0 0.0	0 0.0	92 37.1	0 0.0	8 5.1	119 2.4
NEW CALEDONIA	9	0 0.0	0 0.0	2 1.1	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 1.3	2 1.3	19 0.4
NORTHERN LIGHTS	10	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.8	0 0.0	0 0.0	32 40.5	0 0.0	37 0.7
NORTH ISLAND	11	0 0.0	1 0.3	0 0.0	0 0.0	0 0.0	0 0.0	1 0.7	2 0.8	0 0.0	70 44.3	78 1.6
NORTHWEST	12	0 0.0	0 0.0	1 0.5	1 0.2	0 0.0	0 0.0	0 0.0	1 0.4	0 0.0	0 0.0	13 0.3
OKANAGAN	13	0 0.0	1 0.3	4 2.2	1 0.2	1 0.6	1 0.8	0 0.0	1 0.4	1 1.3	1 0.6	156 3.1
SELKIRK	14	0 0.0	0 0.0	1 0.5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.6	41 0.8
VANCOUVER	15	4 1.4	7 1.8	1 0.5	11 2.4	0 0.0	3 2.4	3 2.1	3 1.2	0 0.0	0 0.0	73 1.5
BCIT	21	12 4.3	20 5.2	7 3.8	32 7.0	2 1.3	4 3.2	14 9.7	16 6.5	1 1.3	6 3.8	678 13.7
EMILY CARR	22	0 0.0	9 2.3	0 0.0	1 0.2	0 0.0	0 0.0	3 2.1	2 0.8	2 2.5	0 0.0	32 0.6
JUSTICE	23	1 0.4	0 0.0	0 0.0	2 0.4	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	7 0.1
MARINE	24	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 0.1
OPEN LEARNING	25	1 0.4	1 0.3	2 1.1	2 0.4	2 1.3	2 1.6	1 0.7	1 0.4	3 3.8	0 0.0	110 2.2
PVI	26	0 0.0	3 0.8	0 0.0	3 0.7	0 0.0	0 0.0	2 1.4	1 0.4	0 0.0	1 0.6	41 0.8
SIMON FRASER	31	7 2.5	26 6.8	2 1.1	25 5.5	0 0.0	5 4.0	9 6.3	1 0.4	3 3.8	2 1.3	189 3.8
U.B.C.	32	10 3.6	36 9.4	8 4.3	30 6.6	1 0.6	2 1.6	14 9.7	10 4.0	1 1.3	3 1.9	357 7.2

(CONTINUED)

```
                       INST
               COUNT   I
             COL PCT   INORTHWES OKANAGAN SELKIRK  VANCOUVE BCIT-DAY BCIT-NIG EMILY CA OPEN LEA   ROW
                       IT                          R                 HT       RR       RNING     TOTAL
                       I    12  I    13  I    14  I    15  I    20  I    21  I    22  I    25  I
Q28            --------+--------+--------+--------+--------+--------+--------+--------+--------I
                     0 I     5  I    81  I    60  I   228  I   251  I   255  I    24  I   116  I   1644
                       I  41.7  I  26.2  I  36.4  I 100.0  I  28.9  I  32.4  I  32.9  I  38.7  I   33.2
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                     1 I     0  I     0  I     1  I     0  I     9  I     1  I     1  I    10  I    124
  CAMOSUN              I   0.0  I   0.0  I   0.6  I   0.0  I   1.0  I   0.1  I   1.4  I   3.3  I    2.5
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                     2 I     0  I     2  I     1  I     0  I     2  I     3  I     0  I     0  I    120
  CAPILANO             I   0.0  I   0.6  I   0.6  I   0.0  I   0.2  I   0.4  I   0.0  I   0.0  I    2.4
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                     3 I     0  I     3  I     0  I     0  I     3  I     1  I     0  I    11  I    103
  CARIBOO              I   0.0  I   1.0  I   0.0  I   0.0  I   0.3  I   0.1  I   0.0  I   3.7  I    2.1
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                     4 I     0  I     2  I     0  I     0  I     6  I     8  I     1  I     5  I    179
  DOUGLAS              I   0.0  I   0.6  I   0.0  I   0.0  I   0.7  I   1.0  I   1.4  I   1.7  I    3.6
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                     5 I     0  I     0  I     1  I     0  I     3  I     0  I     0  I     4  I    113
  EAST KOOTENAY        I   0.0  I   0.0  I   0.6  I   0.0  I   0.3  I   0.0  I   0.0  I   1.3  I    2.3
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                     6 I     0  I     1  I     0  I     0  I     6  I     1  I     1  I     3  I     91
  FRASER VALLEY        I   0.0  I   0.3  I   0.0  I   0.0  I   0.7  I   0.1  I   1.4  I   1.0  I    1.8
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                     7 I     0  I     1  I     0  I     0  I     3  I     9  I     1  I     1  I     84
  KWANTLEN             I   0.0  I   0.3  I   0.0  I   0.0  I   0.3  I   1.1  I   1.4  I   0.3  I    1.7
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                     8 I     0  I     0  I     2  I     0  I     6  I     2  I     0  I     4  I    119
  MALASPINA            I   0.0  I   0.0  I   1.2  I   0.0  I   0.7  I   0.3  I   0.0  I   1.3  I    2.4
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                     9 I     0  I     1  I     0  I     0  I     8  I     1  I     0  I     4  I     19
  NEW CALEDONIA        I   0.0  I   0.3  I   0.0  I   0.0  I   0.9  I   0.1  I   0.0  I   1.3  I    0.4
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    10 I     0  I     0  I     1  I     0  I     2  I     0  I     0  I     1  I     37
  NORTHERN LIGHTS      I   0.0  I   0.0  I   0.6  I   0.0  I   0.2  I   0.0  I   0.0  I   0.3  I    0.7
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    11 I     0  I     0  I     0  I     0  I     2  I     0  I     1  I     1  I     78
  NORTH ISLAND         I   0.0  I   0.0  I   0.0  I   0.0  I   0.2  I   0.0  I   1.4  I   0.3  I    1.6
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    12 I     6  I     0  I     0  I     0  I     3  I     0  I     0  I     1  I     13
  NORTHWEST            I  50.0  I   0.0  I   0.0  I   0.0  I   0.3  I   0.0  I   0.0  I   0.3  I    0.3
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    13 I     0  I   129  I     3  I     0  I     5  I     0  I     1  I     7  I    156
  OKANAGAN             I   0.0  I  41.7  I   1.8  I   0.0  I   0.6  I   0.0  I   1.4  I   2.3  I    3.1
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    14 I     0  I     0  I    31  I     0  I     3  I     0  I     0  I     5  I     41
  SELKIRK              I   0.0  I   0.0  I  18.8  I   0.0  I   0.3  I   0.0  I   0.0  I   1.7  I    0.8
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    15 I     0  I     4  I     1  I     0  I    16  I    16  I     2  I     2  I     73
  VANCOUVER            I   0.0  I   1.3  I   0.6  I   0.0  I   1.8  I   2.0  I   2.7  I   0.7  I    1.5
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    21 I     0  I    12  I     6  I     0  I   192  I   336  I     4  I    14  I    678
  BCIT                 I   0.0  I   3.9  I   3.6  I   0.0  I  22.1  I  42.7  I   5.5  I   4.7  I   13.7
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    22 I     0  I     2  I     3  I     0  I     2  I     1  I     7  I     0  I     32
  EMILY CARR           I   0.0  I   0.6  I   1.8  I   0.0  I   0.2  I   0.1  I   9.6  I   0.0  I    0.6
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    23 I     0  I     0  I     0  I     0  I     4  I     0  I     0  I     0  I      7
  JUSTICE              I   0.0  I   0.0  I   0.0  I   0.0  I   0.5  I   0.0  I   0.0  I   0.0  I    0.1
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    24 I     0  I     0  I     0  I     0  I     1  I     2  I     0  I     0  I      3
  MARINE               I   0.0  I   0.0  I   0.0  I   0.0  I   0.1  I   0.3  I   0.0  I   0.0  I    0.1
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    25 I     0  I     6  I     3  I     0  I     4  I     3  I     0  I    78  I    110
  OPEN LEARNING        I   0.0  I   1.9  I   1.8  I   0.0  I   0.5  I   0.4  I   0.0  I  26.0  I    2.2
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    30 I     0  I     4  I     1  I     0  I    14  I    11  I     0  I     1  I     41
  PVI                  I   0.0  I   1.3  I   0.6  I   0.0  I   1.6  I   1.4  I   0.0  I   0.3  I    0.8
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    31 I     0  I     2  I     3  I     0  I    63  I    36  I     2  I     3  I    189
  SIMON FRASER         I   0.0  I   0.6  I   1.8  I   0.0  I   7.3  I   4.6  I   2.7  I   1.0  I    3.8
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                    32 I     0  I    20  I    11  I     0  I   124  I    71  I     7  I     9  I    357
  U.B.C.               I   0.0  I   6.5  I   6.7  I   0.0  I  14.3  I   9.0  I   9.6  I   3.0  I    7.2
                      -I--------I--------I--------I--------I--------I--------I--------I--------I
                COLUMN        12      309      165      228      868      787       73      300     4955
                 TOTAL       0.2      6.2      3.3      4.6     17.5     15.9      1.5      6.1    100.0
(CONTINUED)
```

```
                   INST
           COUNT   I
         COL PCT   ICAMOSUN  CAPILANO  CARIBOO   DOUGLAS   EAST KOO  FRASER V  KWANTLEN  MALASPIN  NORTHERN  NORTH IS     ROW
                   I                                       TENAY     ALLEY               A         LIGHTS    LAND        TOTAL
                   I       1 I       2 I       3 I       4 I       5 I       6 I       7 I       8 I      10 I      11 I
Q28       ---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
              33   I      48 I       2 I       7 I       4 I       1 I       0 I       0 I      15 I       2 I       1 I     112
  U. VICTORIA      I    17.4 I     0.5 I     3.8 I     0.9 I     0.6 I     0.0 I     0.0 I     6.0 I     2.5 I     0.6 I     2.3
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
              44   I       0 I       0 I       0 I       2 I       0 I       2 I       2 I       0 I       0 I       0 I       7
 TRINITY WESTERN   I     0.0 I     0.0 I     0.0 I     0.4 I     0.0 I     1.6 I     1.4 I     0.0 I     0.0 I     0.0 I     0.1
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
              45   I       0 I       0 I       0 I       0 I       0 I       0 I       0 I       0 I       0 I       2 I       7
 KNOWLEDGE NETWOR  I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     1.3 I     0.1
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
              46   I       0 I       1 I       0 I       0 I       0 I       0 I       0 I       0 I       0 I       0 I      17
 DAVID THOMPSON    I     0.0 I     0.3 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.3
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
              47   I       6 I       6 I       4 I       4 I       0 I       3 I       2 I       7 I       1 I       3 I      63
 OTHER BC INST     I     2.2 I     1.6 I     2.2 I     0.9 I     0.0 I     2.4 I     1.4 I     2.8 I     1.3 I     1.9 I     1.3
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
              51   I       9 I       2 I       9 I       7 I       9 I       2 I       2 I       3 I       8 I       3 I     116
 ALBERTA           I     3.3 I     0.5 I     4.9 I     1.5 I     5.7 I     1.6 I     1.4 I     1.2 I    10.1 I     1.9 I     2.3
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
              52   I       9 I      11 I       1 I       6 I       3 I       2 I       4 I       8 I       1 I       3 I     132
 OTHER PROVINCE    I     3.3 I     2.9 I     0.5 I     1.3 I     1.9 I     1.6 I     2.8 I     3.2 I     1.3 I     1.9 I     2.7
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
              53   I       0 I       2 I       1 I       1 I       1 I       1 I       0 I       0 I       0 I       0 I      11
 WASHINGTON        I     0.0 I     0.5 I     0.5 I     0.2 I     0.6 I     0.8 I     0.0 I     0.0 I     0.0 I     0.0 I     0.2
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
              54   I       2 I       5 I       3 I       5 I       0 I       0 I       0 I       1 I       1 I       1 I      47
 OTHER U.S. STATE  I     0.7 I     1.3 I     1.6 I     1.1 I     0.0 I     0.0 I     0.0 I     0.4 I     1.3 I     0.6 I     0.9
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
              55   I       3 I       2 I       0 I       0 I       0 I       1 I       3 I       1 I       0 I       0 I      32
 OUTSIDE CAN & US  I     1.1 I     0.5 I     0.0 I     0.0 I     0.0 I 0[illegible] I     2.1 I     0.4 I     0.0 I     0.0 I     0.6
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          COLUMN         276       385       184       457       158       124       144       248        79       158      4955
           TOTAL         5.6       7.8       3.7       9.2       3.2       2.5       2.9       5.0       1.6       3.2     100.0
```

```
                   INST
           COUNT   I
         COL PCT   INORTHWES OKANAGAN  SELKIRK   VANCOUVE  BCIT-DAY  BCIT-NIG  EMILY CA  OPEN LEA     ROW
                   IT                            R                   HT        RR        RNING       TOTAL
                   I      12 I      13 I      14 I      15 I      20 I      21 I      22 I      25 I
Q28       ---------I---------I---------I---------I---------I---------I---------I---------I---------I
              33   I       1 I       6 I       5 I       0 I       9 I       5 I       0 I       6 I     112
  U. VICTORIA      I     8.3 I     1.9 I     3.0 I     0.0 I     1.0 I     0.6 I     0.0 I     2.0 I     2.3
                  -I---------I---------I---------I---------I---------I---------I---------I---------I
              44   I       0 I       0 I       0 I       0 I       1 I       0 I       0 I       0 I       7
 TRINITY WESTERN   I     0.0 I     0.0 I     0.0 I     0.0 I     0.1 I     0.0 I     0.0 I     0.0 I     0.1
                  -I---------I---------I---------I---------I---------I---------I---------I---------I
              45   I       0 I       1 I       0 I       0 I       2 I       0 I       0 I       2 I       7
 KNOWLEDGE NETWOR  I     0.0 I     0.3 I     0.0 I     0.0 I     0.2 I     0.0 I     0.0 I     0.7 I     0.1
                  -I---------I---------I---------I---------I---------I---------I---------I---------I
              46   I       0 I       1 I      14 I       0 I       0 I       0 I       0 I       1 I      17
 DAVID THOMPSON    I     0.0 I     0.3 I     8.5 I     0.0 I     0.0 I     0.0 I     0.0 I     0.3 I     0.3
                  -I---------I---------I---------I---------I---------I---------I---------I---------I
              47   I       0 I       6 I       1 I       0 I      10 I       8 I       0 I       2 I      63
 OTHER BC INST     I     0.0 I     1.9 I     0.6 I     0.0 I     1.2 I     1.0 I     0.0 I     0.7 I     1.3
                  -I---------I---------I---------I---------I---------I---------I---------I---------I
              51   I       0 I      14 I       6 I       0 I      37 I       3 I       0 I       2 I     116
 ALBERTA           I     0.0 I     4.5 I     3.6 I     0.0 I     4.3 I     0.4 I     0.0 I     0.7 I     2.3
                  -I---------I---------I---------I---------I---------I---------I---------I---------I
              52   I       0 I       5 I       8 I       0 I      51 I       9 I       7 I       4 I     132
 OTHER PROVINCE    I     0.0 I     1.6 I     4.8 I     0.0 I     5.9 I     1.1 I     9.6 I     1.3 I     2.7
                  -I---------I---------I---------I---------I---------I---------I---------I---------I
              53   I       0 I       3 I       0 I       0 I       2 I       0 I       0 I       0 I      11
 WASHINGTON        I     0.0 I     1.0 I     0.0 I     0.0 I     0.2 I     0.0 I     0.0 I     0.0 I     0.2
                  -I---------I---------I---------I---------I---------I---------I---------I---------I
              54   I       0 I       3 I       2 I       0 I      18 I       3 I       2 I       1 I      47
 OTHER U.S. STATE  I     0.0 I     1.0 I     1.2 I     0.0 I     2.1 I     0.4 I     2.7 I     0.3 I     0.9
                  -I---------I---------I---------I---------I---------I---------I---------I---------I
              55   I       0 I       0 I       1 I       0 I       6 I       2 I      12 I       1 I      32
 OUTSIDE CAN & US  I     0.0 I     0.0 I     0.6 I     0.0 I     0.7 I     0.3 I    16.4 I     0.3 I     0.6
                  -I---------I---------I---------I---------I---------I---------I---------I---------I
          COLUMN          12       309       165       228       868       787        73       300      4955
           TOTAL         0.2       6.2       3.3       4.6      17.5      15.9       1.5       6.1     100.0

   406 OUT OF    612 ( 66.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.007
RAW CHI SQUARE = 22196.19922 WITH   561 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.51333
```

9.0 STUDENT COMMENTS ON THE INFORMATION SHEETS

Approximately 1,500 respondents offered comments ranging from a few words to several pages in length. In general, about 25% were complimentary to some aspect of the institution, while another 25% were critical of one or more specific areas. The remainder were ambivalent with respect to their education, but often bitter, confused and angry with broader issues, such as the economy, employment, cutbacks and the future.

This particular set of respondents, by comparison with similar studies in previous years, were highly emotional and much more direct in their views of life and its frustrations. The comments can be generalized under the following topics. Selected verbtim comments are provided in Appendix A3.

9.1 Employment

There were a very large number of respondents (approx. 250) who referred to the lack of employment opportunities. Many stated quite explicitly that they had been "mislead" when beginning their program, in that they were informed jobs would be available in their specific field after graduation[1]. Apparently, jobs were not available and the number of students affected seemed to be considerable.

Advice was offered to institutions with respect to career counselling and "job finding" skills. Apparently, the institution was held partly responsible for providing placement services.

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[1] In next chapter, results are presented which would suggest a contradiction of this comment. Students' perceptions of job opportunities would appear to have changed between initial entry to their program and their subsequent departure.

It is important to emphasize the degree of concern which underscored many of the specific comments. Employment opportunity is a highly charged issue for a wide cross-section of former students.

9.2 Cut-backs

A large number of comments focused on the effects of financial cut-backs upon program discontinuation[2], filled sections, cancelled courses and inadequate facilities. The general impression was that earlier expectations had not been realized and the blame was placed upon lack of funds.

Related to the above was concern over lack of financial assistance; the costs, direct and delayed, of completing an education; and the cancellation of part-time, evening and weekend courses as part of retrenchment. The latter courses, in several students' opinions, were "first to go". The feeling seemed to be that this policy was contrary to the principle of wide access to mature and working students.

9.3 Standards

Comments directed at educational standards complemented those of previous surveys. Students felt that higher levels of performance should be demanded of students and faculty. Faculty held responsible for lax standards were strongly criticized.

The concern for good teaching in its various dimensions was repeated many times. Again, expectations for quality teaching were apparently not always realized. At the same time, many respondents went into great detail in describing the excellent qualities of their teachers, the inspiration they received and the respect they held.

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[2] Several references were made specifically to the Fire Science programs in this regard.

Counselling also received mixed responses. Generally, students expected advice on career planning, job opportunities and program expectations, but sometimes this was not forthcoming.

9.4 Transfer of Credits

Lack of transfer of course credits, either real or imagined, elicited a number of comments. Several specific complaints were expressed concerning lack of recognition for courses or programs at one institution by another. References were made to greater acceptance of B.C. courses in Ontario, Alberta and the United States than was apparently the case in British Columbia.

It appeared that some students believed that they received incorrect advice on the issue of transfer of credit when they first enrolled. Particular concerns about the role of universities in this matter were common.

9.5 Cooperative Education

Several comments were made regarding the value of cooperative education programs. The point seemed to have come from employers when discussing job qualifications. Some students appeared to be convinced that more action with regard to the linking of training with the workplace was needed by the institution. This concern was also expressed when discussing the topic of "practical versus theoretical", when applied to certain programs.

9.6 The Open Learning Institute

While a few comments on this subject were critical (e.g. lack of "human" contact), the great majority recited positive views regarding the opportunities provided by this institution. In particular, the varied background of the respondents, and the even more varied motivations for taking a course, were quite interesting.

9.7 The Future

It seemed that a fair number of former students had given considerable thought to their futures. Some were depressed, some were resigned, while still others were optimistic about an eventual turn-around in the economy and a growth of job opportunities in their field. Compared to previous studies, more respondents seemed to be future oriented, and viewed their educational decisions as critical to their lives. The impression left was that colleges and institutes would be under continuing scrutiny for their part in preparing people for realistic careers and for the provision of sage advice on educational planning.

CHAPTER V

OBSERVATIONS FROM THE FOLLOW-UP SURVEY LINKED TO THE ENTRY PROFILE SURVEY

As indicated in Chapter II of this report dealing with methodology, for some of the respondents to the follow-up survey, it was possible to link returns to those from the earlier Entry Profile Survey. Thus for 940 individuals, responses were available from questionnaires administered as they were first enrolling in their career/technical program and again some 9 to 10 months after leaving their program of study. The results from these two "linked" surveys are presented in this chapter.

Results are grouped under three headings:

- Reliability Check
- Analysis of Changed Perceptions
- Other Analyses

A copy of the Entry Profile Survey instrument is provided in Appendix D3. Questions fom this instrument are referred to as P1 through P27 ("P" for "Profile") whereas the questions on the follow-up instrument are simply referred to as Q1 through Q30.

1.0 RELIABILITY CHECK

Three of the questions on the two different survey instruments dealt with items which would be expected to have very little change in response patterns between the dates of the different survey administrations. These were items P4/Q29 (sex), P5/Q30 (age) and P3/Q1 (enrolment status). A comparison of responses to these items serves as a type of reliability check on the results.

By summing the diagonal elements in *Table 73* it can be seen that some 99% of the respondents indicated the same sex on the two surveys. A smaller percentage (79%) indicated the same age category (*Table 74*). However it must be remembered that the two surveys were administered some 18 months apart. Allowing for this, it would appear that age groupings were the same for about 85% of the respondents. This is surprisingly low! Perhaps it is a reflection of the fact that some individuals view questions concerning age as "personal" and are reluctant to give accurate answers.

From *Table 75* it can be calculated that in total 87% of the respondents indicated the same enrolment status on the two surveys. At the time of enrolment, 290 reported they would be enrolling on a full-time basis. However, in the follow-up survey only 83.1% of these students indicated that their enrolment had been primarily full-time. The remaining 16.9% said their enrolment had actually been part-time. Given the semester nature of many of the course offerings, this level of change in enrolment status was not entirely unexpected and would appear to be quite reasonable.

Finally, one last comparison of the "reliability" type gave quite surprising results. *Table 76* shows the institution into which the students enrolled, as determined in the Entry Profile Survey, compared with the institution from which the student left, as reported in the Longitudinal Follow-Up Survey.

Again, a summation along the diagonal shows the total number reporting the same institution on both surveys. This accounted for only 88% of the respondents. Some 111 respondents (12%) had changed institutions, with most of these changes involving BCIT - Day or Night (ie. of the 111 respondents, 72 switched to BCIT-Night, of whom 33 had previously been at BCIT-Day, and 14 switched to BCIT-Day, of whom 5 had previously been at BCIT-Night. Only 25 students reported combinations not involving BCIT).

Table 73

TABULATION OF LINKED DATA SEX
(Questions Q29 and P4 - Column Percentages)

```
                          P4
               COUNT    I
               COL PCT  IMALE       FEMALE      ROW
                        I                       TOTAL
                        I      1  I      2  I
Q29             --------I---------I---------I
                      1 I    324  I      5  I    329
  MALE                  I   98.6  I    0.8  I   35.2
                       -I---------I---------I
                      2 I      5  I    601  I    605
  FEMALE                I    1.4  I   99.2  I   64.8
                       -I---------I---------I
               COLUMN        329       605       934
                TOTAL       35.2      64.8     100.0

CORRECTED CHI SQUARE =   888.48578 WITH 1 DEGREE OF FREEDOM.  SIGNIFICANCE = 0.0000
      RAW CHI SQUARE =   893.76886 WITH 1 DEGREE OF FREEDOM.  SIGNIFICANCE = 0.0000
PHI =     0.97823
```

Table 74

TABULATION OF LINKED DATA
AGE GROUPINGS
(Questions Q30 and P5 - Column Percentages)

```
                P5
        COUNT   I
        COL PCT I<19       19-24     25-34     35-44     45-64     >64        ROW
                I                                                          TOTAL
                I     1 I     2 I     3 I     4 I     5 I     6 I
Q30     --------+-------+-------+-------+-------+-------+-------+
            2   I    20 I    23 I     3 I     0 I     0 I     0 I     45
  15-19         I  80.0 I   5.4 I   0.8 I   0.0 I   0.0 I   0.0 I    4.8
                +-------+-------+-------+-------+-------+-------+
            3   I     1 I   303 I    10 I     7 I     0 I     0 I    327
  20-24         I   4.0 I  71.3 I   2.8 I   8.1 I   1.0 I   0.0 I   34.8
                +-------+-------+-------+-------+-------+-------+
            4   I     1 I    78 I   110 I     1 I     0 I     0 I    193
  25-29         I   3.0 I  18.4 I  30.9 I   1.1 I   0.0 I   0.0 I   20.6
                +-------+-------+-------+-------+-------+-------+
            5   I     3 I     6 I   178 I     0 I     2 I     0 I    189
  30-34         I  12.0 I   1.4 I  48.7 I   0.0 I   3.2 I   0.0 I   20.1
                +-------+-------+-------+-------+-------+-------+
            6   I     0 I     3 I    57 I    78 I     6 I     0 I    142
  35-44         I   0.0 I   0.7 I  15.6 I  96.3 I   7.6 I   0.0 I   15.3
                +-------+-------+-------+-------+-------+-------+
            7   I     0 I     7 I     3 I     4 I    38 I     0 I     47
  45-54         I   0.0 I   1.7 I   0.1 I   4.2 I  75.5 I   0.0 I    5.1
                +-------+-------+-------+-------+-------+-------+
            8   I     0 I     0 I     3 I     0 I     6 I     0 I      6
  55-64         I   0.0 I   0.0 I   0.8 I   0.0 I  12.2 I   0.0 I    1.0
                +-------+-------+-------+-------+-------+-------+
            9   I     0 I     0 I     2 I     0 I     1 I     1 I      3
  >64           I   0.0 I   0.0 I   0.5 I   0.0 I   1.1 I 100.0 I    0.3
                +-------+-------+-------+-------+-------+-------+
        COLUMN       25     425     365      81      49       1      939
         TOTAL      2.7    45.3    38.9     8.6     5.2     0.1    100.0

    25 OUT OF    48 ( 52.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   0.003
RAW CHI SQUARE =  2040.41208 WITH    35 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.65928
```

Table 75

TABULATION OF LINKED DATA
ENROLMENT STATUS
(Questions Q1 and P3 - Column Percentages)

```
                   P3
          COUNT   I
        COL PCT   IFULL-TIM PART-TIM   ROW
                  IE        E          TOTAL
                  I       1 I       2 I
Q1       --------+---------+---------I
              1  I   241   I    64   I   305
  FULL-TIME      I   83.1  I   10.6  I   34.0
                 -+---------+---------I
              2  I    49   I   545   I   594
  PART-TIME      I   16.9  I   89.4  I   66.0
                 -+---------+---------I
         COLUMN      290       609       899
          TOTAL      32.3      67.7     100.0

CORRECTED CHI SQUARE =   457.28416 WITH 1 DEGREE OF FREEDOM.  SIGNIFICANCE = 0.0000
      RAW CHI SQUARE =   460.27088 WITH 1 DEGREE OF FREEDOM.  SIGNIFICANCE = 0.0000
PHI =    0.71543
```

Table 76

TABULATION OF LINKED DATA
COMPARISON OF INSTITUTION OF ENROLMENT FOR THE
ENTRY PROFILE SURVEY TO THAT OF THE FOLLOW-UP SURVEY
(Column Percentages)

FIRST

[illegible] COUNT COL PCT	CAMOSUN 1	CAPILANO 2	CARIBOO 3	DOUGLAS 4	EAST KOO TENAY 5	FRASER V ALLEY 6	KWANTLEN 7	MALASPIN A 8	NEW CALE DONIA 9	NORTHERN LIGHTS 10	NORTHWES T 12	OKANAGAN 13	SELKIRK 14	VANCOUVE R 15	BCIT-DAY 20	BCIT-NIG HT 21	JUSTICE 22	OPEN LEA RNING 25	ROW TOTAL
1 CAMOSUN	23 59.5	1 1.8	0 0.0	0 0.0	0 0.0	1 3.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.8	0 0.0	1 50.0	0 0.0	25 2.7
2 CAPILANO	0 0.0	35 89.4	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 47.1	0 0.0	0 0.0	0 0.0	0 0.0	0 1.9	0 0.8	1 0.2	0 0.0	0 0.0	38 4.0
3 CARIBOO	0 0.0	0 0.0	15 81.0	0 0.0	0 1.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.3	1 0.2	0 0.0	0 0.7	17 1.8
4 DOUGLAS	0 0.0	0 0.0	0 0.0	34 81.0	0 0.0	1 4.4	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 1.2	0 0.0	0 1.9	1 0.8	0 0.5	0 0.0	0 1.0	35 4.3
5 EAST KOOTENAY	0 0.0	0 0.0	0 0.0	0 0.0	13 74.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.1	0 0.0	0 0.0	14 1.5
6 FRASER VALLEY	0 0.0	0 0.0	0 0.0	0 1.1	0 0.0	10 81.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 1.8	0 0.0	1 0.3	0 0.0	0 0.0	12 1.3
7 KWANTLEN	0 0.0	4 8.9	0 0.0	0 0.0	0 0.0	0 0.0	0 40.9	0 0.0	0 0.0	0 0.0	0 0.0	4 10.0	0 0.0	0 0.0	0 3.5	0 0.0	0 0.0	0 0.0	14 1.5
8 MALASPINA	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	18 100.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.3	0 0.0	1 2.8	20 2.2
10 NORTHERN LIGHTS	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	10 83.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	10 1.1
11 NORTH ISLAND	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 15.8	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	13 2.5	0 0.0	0 0.0	16 1.7
12 NORTHWEST	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 66.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.1
13 OKANAGAN	1 2.6	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	30 84.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	31 3.3
14 SELKIRK	1 2.6	0 0.0	0 0.0	0 0.0	1 6.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	11 100.0	0 0.0	3 2.0	1 0.2	0 0.0	0 0.0	16 1.7
15 VANCOUVER	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	18 64.3	0 0.0	0 0.0	0 0.0	0 0.0	18 2.0
20 BCIT-DAY	0 1.3	0 1.3	0 0.0	0 1.1	0 0.0	1 4.6	0 6.3	0 0.0	0 0.0	0 4.1	0 81.4	1 2.6	0 0.0	3 7.9	100 87.6	6 1.2	0 43.4	1 2.2	72 7.7
21 BCIT-NIGHT	15 34.1	0 0.0	3 16.1	7 16.0	0 10.0	3 10.3	3 44.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	7 22.5	22 31.7	488 93.9	0 0.0	0 0.0	541 57.5
22 EMILY CARR	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 1.7	7 1.4	0 0.0	0 0.0	9 0.8
25 OPEN LEARNING	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.3	0 0.0	0 0.0	1 50.0	0 0.0	0 0.0	1 1.9	0 0.0	0 0.0	1 1.1	2 0.4	0 0.0	40 93.1	45 4.8
COLUMN TOTAL	39 4.1	40 4.3	15 1.6	41 4.4	15 1.6	20 2.1	7 0.8	18 1.9	1 0.1	11 1.2	1 0.1	35 3.8	11 1.2	28 3.1	102 10.9	505 53.7	1 0.1	43 4.6	940 100.0

[illegible] OUT OF [illegible] ([illegible]%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0
MINIMUM EXPECTED CELL FREQUENCY = 0.001
RAW CHI SQUARE = [illegible] WITH [illegible] DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000
CRAMER'S V = [illegible]

This relatively high level of institutional transfer was surprising, given the very short elapse of time (18 months) between the two surveys. Unfortunately, it probably indicates that, imbedded within the follow-up results, there is some degree of ambiguity as to which institution the students were actually commenting about.

2.0 ANALYSIS OF CHANGED PERCEPTIONS

While the previous section of this chapter dealt with reasonably objective items on the two surveys, issues for which very little change was expected, this section focusses on the more subjective issues where change might be considered indicative of altered perceptions.

These include items P11/Q2 (objectives), P12/Q3 (goals), P22/Q25 (job market perceptions), P25/Q26 (mobility), P20/Q13 (general plans), P23/Q17 (location of employment), and P19/Q27 (educational plans).

2.1 Main Objective for Attending (Questions P11 and Q2)

Comparing the responses on the two surveys it was determined that there was a substantial number of respondents who changed their answers to the question concerning their original objective for attending. Only 41% of the respondents answered identically on both surveys (*Table 77*). It should be noted, however, that the wording of these two questions was not identical.

Students who, at the time of initial enrolment, stated their main objective as "to complete certification requirements" were more likely to indicate after leaving the institution, that their original objective had been "to improve existing job skills" (27.9%) or "to learn the skills needed for a job" (21.5%).

Table 77

TABULATION OF LINKED DATA
MAIN OBJECTIVE FOR ATTENDING
(Questions Q2 and P11 - Column Percentages)

```
                    P11
           COUNT   I
          COL PCT  IQUALIFY   COMPLETE  IMPROVE   DECIDE O STUDY TI PERSONAL  TRANSF T TRANSF T COMPLETE   ROW
                   IFOR JOB   CERTIF    SKILLS    N CAREER L JOB AV INTEREST  O INST   O UNIV    TRAININ   TOTAL
                   I     1  I     2   I     3   I     4   I     5  I     6    I    7   I    8   I     9  I
Q2         --------I--------I---------I---------I---------I--------I----------I--------I--------I--------I
                 1 I    96  I    36   I    30   I    54   I     2  I     5    I    4   I    7   I     3  I    236
  LEARN JOB SKILLS I  55.3  I  21.5   I  16.0   I  36.5   I  19.6  I   9.8    I  19.6  I  54.8  I  35.2  I   29.4
                  -I--------I---------I---------I---------I--------I----------I--------I--------I--------I
                 2 I    16  I    35   I    20   I     8   I     0  I     5    I    1   I    3   I     0  I     90
  COMPLETE CERTIF  I   9.2  I  20.9   I   9.6   I   6.4   I   0.0  I   9.1    I   4.6  I  26.3  I   5.0  I   11.3
                  -I--------I---------I---------I---------I--------I----------I--------I--------I--------I
                 3 I    16  I    47   I   116   I    16   I     0  I     5    I    3   I    0   I     2  I    206
  IMPROVE SKILLS   I   8.3  I  27.0   I  56.0   I  10.7   I   5.0  I  10.0    I  14.1  I   0.0  I  21.5  I   25.7
                  -I--------I---------I---------I---------I--------I----------I--------I--------I--------I
                 4 I    25  I    19   I    16   I    42   I     0  I     4    I    1   I    1   I     1  I    109
  DECIDE ON CAREER I  14.4  I  10.9   I   7.8   I  28.7   I   0.0  I   7.6    I   6.3  I   6.3  I   7.6  I   13.6
                  -I--------I---------I---------I---------I--------I----------I--------I--------I--------I
                 5 I     0  I     4   I     0   I     0   I     3  I     0    I    0   I    0   I     0  I      8
  STUDY TIL JOB AV I   0.0  I   2.2   I   0.0   I   0.2   I  35.2  I   0.6    I   0.0  I   0.0  I   0.0  I    1.0
                  -I--------I---------I---------I---------I--------I----------I--------I--------I--------I
                 6 I     6  I    13   I    23   I    16   I     4  I    30    I    0   I    0   I     2  I     95
  PERSONAL INTEREST I  3.6  I   7.6   I  11.0   I  11.0   I  40.2  I  56.1    I   0.0  I   0.0  I  25.6  I   11.8
                  -I--------I---------I---------I---------I--------I----------I--------I--------I--------I
                 7 I     6  I     0   I     0   I     2   I     0  I     4    I    8   I    0   I     0  I     20
  TRANSF TO INST   I   3.3  I   0.0   I   0.0   I   1.1   I   0.0  I   6.9    I  40.9  I   0.0  I   0.0  I    2.5
                  -I--------I---------I---------I---------I--------I----------I--------I--------I--------I
                 8 I     5  I     4   I     0   I     5   I     0  I     0    I    1   I    0   I     0  I     14
  TRANSF TO UNIV   I   2.7  I   2.2   I   0.1   I   3.1   I   0.0  I   0.0    I   3.0  I   3.6  I   0.0  I    1.8
                  -I--------I---------I---------I---------I--------I----------I--------I--------I--------I
                 9 I     3  I    10   I     3   I     3   I     0  I     0    I    0   I    0   I     0  I     21
  COMPLETE TRAININ I   1.5  I   6.0   I   1.4   I   2.2   I   0.0  I   0.0    I   2.6  I   3.6  I   5.0  I    2.6
                  -I--------I---------I---------I---------I--------I----------I--------I--------I--------I
                10 I     1  I     1   I     0   I     0   I     0  I     0    I    0   I    1   I     0  I      3
  PREP FOR ADV ED  I   0.8  I   0.8   I   0.0   I   0.0   I   0.0  I   0.0    I   0.0  I   5.4  I   0.0  I    0.4
                  -I--------I---------I---------I---------I--------I----------I--------I--------I--------I
            COLUMN     173       170       208       147        9        54        18       12        9       801
             TOTAL    21.6      21.2      26.0      18.4      1.2       6.8       2.3      1.5      1.1     100.0

   62 OUT OF    90 ( 68.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
INIMUM EXPECTED CELL FREQUENCY =  0.037
AW CHI SQUARE =   600.41010 WITH    72 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
RAMER'S V =  0.32805
```

Note: Q2 Response Option 10 -
The follow-up questionnaire used for VCC students had an additional response option "preparation for advanced education".

Similarly students who, before enrolling, had responded "to decide on a career" were more likely to respond, after leaving, "to learn the skills needed for a job" (36.5%). Even those students initially indicating "transfer to a university", switched to the objective "to learn the skills needed for a job" (54.8%). While these changes may well be the result of the poor economic situation in the province which developed during their period of enrolment, it might also be the case that post-secondary education itself has caused the student to view his reasons for attendance in terms of training for specific jobs rather than the more "abstract" concepts of choosing a career or earning certificates.

2.2 Educational Goal (Questions P12 and Q3)

While there was greater consistency observed in the broader question concerning the student's educational goal, still only 65% of the students answered identically on the two surveys (*Table 78*). Some students who, at the time of enrolment, indicated they were "not intending to complete a full program" reported instead after leaving their institution, that originally they were intending to complete a program (22.4%), although on a part-time basis). However a reverse shift was also noted. Those initially saying they "intended to complete" subsequently indicated they had not intended (15.2%).

2.3 Job Opportunities (Questions P22 and Q25)

Just under half of the students were asked during the Entry Profile Survey, about their perception of what job opportunities would be like in their field of training. After leaving their institution, these students were asked again "when you first enrolled what did you think the job opportunities would be?" Only 45% responded identically on both surveys (*Table 79*). Many students who responded in the follow-up survey that they had originally believed there would be "ample jobs available" had, in

Table 78

TABULATION OF LINKED DATA
EDUCATIONAL GOAL
(Questions Q3 and P12 - Column Percentages)

```
                    P12
          COUNT   I
          COL PCT ITAKE 1-2 PREPARE  COMPLETE COMPLETE WORK-STU   ROW
                  I COURSES FOR C-T   P-T      F-T      DY PROGR  TOTAL
                  I     1   I    2   I    3   I    4   I    5   I
Q3        --------I---------I--------I--------I--------I--------I
                1 I    71   I   27   I   59   I   10   I    3   I   170
 TAKE 1-2 COURSES I  63.4   I  28.5  I  15.3  I   3.6  I  17.2  I  19.1
                 -I---------I--------I--------I--------I--------I
                2 I     8   I   32   I   31   I   26   I    4   I   102
 PREPARE FOR C-T  I   6.9   I  34.3  I   8.1  I   9.5  I  20.0  I  11.4
                 -I---------I--------I--------I--------I--------I
                3 I    25   I   12   I  261   I   31   I    4   I   333
 COMPLETE P-T     I  22.4   I  13.0  I  67.7  I  11.2  I  21.1  I  37.5
                 -I---------I--------I--------I--------I--------I
                4 I     5   I   19   I   21   I  208   I    5   I   258
 COMPLETE F-T     I   4.5   I  20.6  I   5.4  I  74.9  I  24.4  I  29.0
                 -I---------I--------I--------I--------I--------I
                5 I     3   I    3   I   14   I    2   I    3   I    25
 WORK-STUDY PROGR I   2.8   I   3.5  I   3.5  I   0.8  I  17.2  I   2.8
                 -I---------I--------I--------I--------I--------I
           COLUMN      113      94      385      277       19      888
            TOTAL     12.7    10.6     43.4     31.2      2.1    100.0

    5 OUT OF    25 ( 20.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.543
RAW CHI SQUARE =   686.48341 WITH    16 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.44276
```

Table 79

TABULATON OF LINKED DATA
FUTURE JOB OPPORTUNITIES IN FIELD OF TRAINING
(Questions Q25 and P22 - column percentages)

```
                     P22
           COUNT    I
           COL PCT  IAMPLE JO AMPLE JO BC JOBS   JOBS SCA NO OPINI    ROW
                    IBS-LOCAL BS-ELSEW SCARCE    RCE      ON          TOTAL
                    I      1  I     2  I     3  I     4  I     5  I
Q25         --------I---------I--------I--------I--------I--------I
                  1 I    125  I    11  I     7  I     2  I    78  I    223
  AMPLE JOBS-LOCAL  I   61.9  I  34.7  I  73.4  I  14.2  I  45.9  I   52.4
                   -I---------I--------I--------I--------I--------I
                  2 I     10  I    10  I     1  I     2  I     8  I     31
  AMPLE JOBS-ELSEW  I    4.7  I  33.3  I   6.7  I  14.4  I   4.9  I    7.2
                   -I---------I--------I--------I--------I--------I
                  3 I     13  I     5  I     0  I     0  I     1  I     19
  BC JOBS SCARCE    I    6.3  I  16.1  I   3.5  I   0.0  I   0.7  I    4.5
                   -I---------I--------I--------I--------I--------I
                  4 I     14  I     0  I     0  I     4  I    30  I     49
  JOBS SCARCE       I    6.7  I   1.5  I   3.5  I  34.3  I  18.0  I   11.5
                   -I---------I--------I--------I--------I--------I
                  5 I     41  I     4  I     1  I     4  I    52  I    103
  NO OPINION        I   20.4  I  14.4  I  12.8  I  37.1  I  30.6  I   24.3
                   -I---------I--------I--------I--------I--------I
            COLUMN      203       31        9       12      170       425
             TOTAL     47.7      7.3      2.2      2.8     39.9     100.0

   12 OUT OF    25 ( 48.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.428
RAW CHI SQUARE =    86.11953 WITH    16 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.22512
```

fact, previously indicated they thought jobs would be scarce. In virtually every situtation where the responses on the two surveys were not identical, students' memories of their job market perceptions painted a more "optimistic" picture than they actually reported at the time.

2.4 Willingness to Move to Another Community (Questions P24 and Q26)

The group referred to in Section 2.3 above were also asked whether they would be willing the move to another community to get a job in their field of training (*Table 80*). Some of those who initially responded either "yes" or "no", softened their statement in the Follow-Up Survey, responding "yes, but depends where" (41.4% and 16.0% respectively). Hardening of positions was also observed, with approximately equal numbers who initially responded "yes, but depends where" now responding either "yes" or "no".

2.5 Plans After Completing Program Versus Current Activity (Questions P20 and Q13)

The majority (75%) of those students who, upon entry to their career/technical program, had indicated their plans after completing the program as including either full or part-time employment were, in fact, employed at the time of the follow-up survey (*Table 81*). However, only 25% of those who had suggested they would continue their education actually listed themselves as currently in school or pursuing both work and school simultaneously. Students who had been undecided about their future plans were most likely to be employed either full-time (53.0%) or part-time (17.0%).

Table 80

TABULATION OF LINKED DATA
WILLINGNESS TO MOVE TO ANOTHER COMMUNITY
(Questions Q26 and P24 - Column Percentages)

```
                   P24
           COUNT  I
         COL PCT  IYES        YES,DEPE NO            ROW
                  I           NDS WHER               TOTAL
                  I       1 I       2 I       3 I
Q26      ---------I---------I---------I---------I
                2 I      65 I      31 I       5 I     101
  YES             I    52.3 I    21.0 I     7.8 I    29.9
                 -I---------I---------I---------I
                3 I      52 I      84 I      11 I     147
  YES,DEPENDS WHER I    41.4 I    57.5 I    16.0 I    43.3
                 -I---------I---------I---------I
                4 I       8 I      31 I      51 I      90
  NO              I     6.4 I    21.5 I    76.2 I    26.7
                 -I---------I---------I---------I
          COLUMN       125       146        67       338
           TOTAL      36.9      43.3      19.8     100.0

RAW CHI SQUARE =   136.17157 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.44879
```

Table 81

TABULATION OF LINKED DATA
PLANS AFTER COMPLETING PROGRAM (Question P20)
VERSUS CURRENT ACTIVITY (Question Q13)

```
                  P20
         COUNT   I
        COL PCT  ICONT PRE GET F-T  UNDECIDE WORK & I CONT EDU HOUSEHOL NO PLANS OTHER      ROW
                 ISENT JOB JOB      D        DUCATION CATION   D DUTIES                    TOTAL
                 I     1  I     2  I     3  I     4  I     5  I     6  I     7  I     8  I
Q13      --------I--------I--------I--------I--------I--------I--------I--------I--------I
              1  I   150  I    91  I    27  I   139  I    13  I     0  I    26  I     9  I   455
   EMPLOYED F-T  I  74.4  I  44.6  I  53.0  I  57.8  I  45.6  I   0.0  I  50.4  I  28.0  I  55.9
                -I--------I--------I--------I--------I--------I--------I--------I--------I
              2  I     7  I    17  I     9  I    17  I     0  I     0  I     4  I     8  I    63
   EMPLOYED P-T  I   3.4  I   8.5  I  17.0  I   7.2  I   1.7  I   0.0  I   7.7  I  25.1  I   7.7
                -I--------I--------I--------I--------I--------I--------I--------I--------I
              3  I    13  I    18  I     4  I    30  I     2  I     0  I     2  I     5  I    72
   EMPLOYED&SCHOOL  I   6.7  I   8.6  I   7.3  I  12.4  I   5.4  I   0.0  I   3.2  I  13.9  I   8.9
                -I--------I--------I--------I--------I--------I--------I--------I--------I
              4  I     5  I     7  I     4  I     5  I     0  I     0  I     1  I     0  I    23
   LAID OFF      I   2.5  I   3.6  I   8.5  I   2.0  I   0.0  I   0.0  I   1.9  I   0.0  I   2.8
                -I--------I--------I--------I--------I--------I--------I--------I--------I
              5  I    20  I    24  I     4  I    25  I     6  I     0  I     4  I     1  I    83
   SEEKING JOB   I  10.0  I  11.9  I   7.7  I  10.2  I  19.9  I   0.0  I   6.9  I   3.4  I  10.2
                -I--------I--------I--------I--------I--------I--------I--------I--------I
              6  I     1  I     8  I     0  I     1  I     0  I     0  I     5  I     0  I    15
  NOT SEEKING JOB I   0.3  I   4.0  I   0.9  I   0.4  I   0.0  I   0.0  I   9.3  I   0.0  I   1.8
                -I--------I--------I--------I--------I--------I--------I--------I--------I
              7  I     0  I    25  I     2  I     7  I     6  I     1  I     4  I     0  I    45
   STUDENT F-T   I   0.2  I  12.2  I   4.7  I   2.9  I  22.6  I  14.2  I   6.9  I   1.0  I   5.6
                -I--------I--------I--------I--------I--------I--------I--------I--------I
              8  I     0  I     2  I     0  I     8  I     1  I     0  I     1  I     0  I    13
   STUDENT P-T   I   0.2  I   1.0  I   0.0  I   3.3  I   2.9  I   0.0  I   1.6  I   1.4  I   1.5
                -I--------I--------I--------I--------I--------I--------I--------I--------I
              9  I     5  I     7  I     0  I     9  I     1  I     3  I     6  I     9  I    40
  HOUSEHOLD DUTIES I   2.3  I   3.5  I   0.9  I   3.7  I   1.9  I  85.8  I  12.0  I  27.3  I   4.9
                -I--------I--------I--------I--------I--------I--------I--------I--------I
             10  I     0  I     4  I     0  I     0  I     0  I     0  I     0  I     0  I     4
  STUDENT -IMPLIED I   0.0  I   2.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.5
                -I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN      202      204       52      240       28        4       52       33       814
          TOTAL     24.8     25.1      6.3     29.4      3.4      0.5      6.3      4.1     100.0

   53 OUT OF    80 ( 66.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.019
RAW CHI SQUARE =   262.72015 WITH    63 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.21468
```

Note: Q13 Response Option 10 -
If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the current activity was "student-implied".

2.6 Location of Employment (Questions P23 and Q17)

Students who indicated they would be seeking full-time employment after their studies, were asked in the Entry Profile Survey to indicate where in the province they hoped to find a job. Two-thirds of those employed at the time of the follow-up survey were working in the region they had chosen; one-third were working in a different region (*Table 82*).

The small numbers of respondents involved in this particular tabulation, make further analyses difficult.

However, it would appear that lower percentages of students who indicated regions such as Central B.C. (35.0%), Kootenays (44.1%) and "Elsewhere in Canada" (43.7) were actually employed in these areas as compared with students who had indicated other regions.

2.7 Future Educational Plans (Questions P19 and Q27)

Table 83 provides a comparison of responses to the question on future educational plans when asked both before (Question P19) and after (Question Q27), enrolment in career/technical programs. As the question permitted multiple responses to be marked, the N's in the upper part of *Table 83* are responses rather than respondents. However, in the lower portion of *Table 83*, the number of individuals responding to the question in the Follow-Up Survey is provided for each possible response option to the question in the Entry Profile Survey. Using these as a basis, the percentages in the top portion of the table have been recalculated to give % respondents.

Only about half of the respondents who originally listed their future educational plans as "to take further education in my field of training" (53.5%), "to take the occasional course to keep up to date in their field of training" (47.4%), and "to take

Table 62

TABULATION OF LINKED DATA
LOCATION OF EMPLOYMENT
(Questions P23 and Q17)

Q17 (COUNT / COL PCT) \ P23	PEACE R & NE BC 1	NW BC 2	CENTRAL COAST 3	OKANAGAN 4	KOOTENAY S 5	CENTRAL BC 6	VAN ISLA ND 7	LOWER MA INLAND 8	FRASER V ALLEY 9	IN CANAD A 10	OUTSIDE CANADA 11	ROW TOTAL
1 PEACE R & NE BC	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2 NW BC	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
3 CENTRAL COAST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
4 OKANAGAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
5 KOOTENAYS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
6 CENTRAL BC	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
7 VAN ISLAND	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8 GREATER VICTORIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
9 FRASER VALLEY	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10 GREATER VANCOUVER	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
11 IN CANADA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
12 OUTSIDE CANADA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
14 FR VAL,LOWER MNL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
COLUMN TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

```
 129 OUT OF   143 ( 90.2%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0
MINIMUM EXPECTED CELL FREQUENCY =  0.003
RAW CHI SQUARE =   836.31105 WITH   120 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.50144
```

Note: Q17 Response Options 13 and 14 -
The follow-up questionnaire used for VCC students had a different coding structure which prevented the destinction between Victoria and Vancouver Island and between Greater Vancouver and the Lower Mainland.

Table 83

TABULATION OF LINKED DATA
FUTURE EDUCATION PLANS
(Questions P19 and Q27)

```
                    P9TN
          COUNT   I
          COL PCT IFURTHER  KEEP UP- EDUC-OTH GENERAL  NO MORE    ROW
                  IEDUCATIO TO-DATE  ER FIELD INTEREST TRAINING  TOTAL
                  I     1 I     2 I     3 I     4 I     5 I
Q7SEVEN    -------I-------I-------I-------I-------I-------I
                1 I   271 I   127 I    82 I    35 I     3 I    518
 FURTHER EDUCATIO I  53.5 I  44.3 I  48.0 I  38.9 I  12.5 I   48.0
                 -I-------I-------I-------I-------I-------I
                2 I   167 I   136 I    55 I    33 I     5 I    396
 KEEP UP-TO-DATE  I  32.9 I  47.4 I  32.2 I  36.7 I  20.8 I   36.7
                 -I-------I-------I-------I-------I-------I
                3 I   202 I   107 I    95 I    34 I     4 I    442
 EDUC-OTHER FIELD I  39.8 I  37.3 I  55.6 I  37.8 I  16.7 I   41.0
                 -I-------I-------I-------I-------I-------I
                4 I    61 I    61 I    27 I    26 I    10 I    184
 GENERAL INTEREST I  12.0 I  21.3 I  15.8 I  28.9 I  41.7 I   17.1
                 -I-------I-------I-------I-------I-------I
                5 I    16 I     2 I     0 I     2 I     3 I     24
 NO MORE TRAINING I   3.2 I   0.7 I   0.0 I   2.2 I  12.5 I    2.2
                 -I-------I-------I-------I-------I-------I
           COLUMN     716     433     258     130      26     1564
           TOTAL     45.8    27.7    16.6     8.3     1.7    100.0

RAW CHI SQUARE =    84.47284 WITH   16 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.12288
```

```
                    P9TN
          COUNT   I
          COL PCT IFURTHER  KEEP UP- EDUC-OTH GENERAL  NO MORE    ROW
                  IEDUCATIO TO-DATE  ER FIELD INTEREST TRAINING  TOTAL
                  I     1 I     2 I     3 I     4 I     5 I
Q27R      --------I-------I-------I-------I-------I-------I
                1 I    26 I    15 I    12 I     9 I     2 I     64
  NO RESPONSE     I   4.9 I   5.0 I   6.6 I   9.1 I   7.7 I    5.6
                 -I-------I-------I-------I-------I-------I
                2 I   507 I   287 I   171 I    90 I    24 I   1079
  SOME RESPONSE   I  95.1 I  95.0 I  93.4 I  90.9 I  92.3 I   94.4
                 -I-------I-------I-------I-------I-------I
           COLUMN     533     302     183      99      26     1143
           TOTAL     46.6    26.4    16.0     8.7     2.3    100.0

RAW CHI SQUARE =     3.26884 WITH    4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.5142
CRAMER'S V =  0.05345
```

Note: Since multiple responses to Question 27 were acceptable, percentages in the upper portion of the table have been calculated based upon the actual number of individuals providing "some responses" as reported in the lower portion of the table.

further education in areas other than my field of training" (55.6%) continued to hold these same plans after leaving their career/technical program. Revised plans usually involved switches among these three response options. For respondents who had initially indicated that they might "take the occasional course for general interest, but were basically finished with their post-secondary education" or "did not plan to take any further training", only 28.9% and 12.5% respectively continued to hold these views after leaving their program. Most had switched their plans to one of the first three response options.

3.0 OTHER ANALYSES

Unfortunately the linkage of Entry Profile information with Follow-Up data was only possible for a relatively small number of students (940). This meant that the analyses which had originally been planned had to be restricted considerably. Instead, the primary focus was on the students' main objectives for enrolling (as originally stated upon entry to their program); on their geographic mobility; and on their socio-economic backgrounds.

3.1 Main Objective for Enrolling (Question P11)

The students' main objectives for enrolling, as stated upon initial entry to their career/technical program, are tabulated in Table #4 with the extent of the related work experience they had prior to enrolling. Those with no work experience or less than one year's experience related to their training were most likely to indicate they were enrolling "to qualify for a job" (26.1% and 34.2% respectively), or to "decide on a career" (26.1% and 20.9% respectively). Students with at least one year's experience related to their program were most likely to report their main objective as "to improve existing job skills".

Table 64

TABULATION OF LINKED DATA
MAIN OBJECTIVE FOR ENROLLING (Question P11)
VERSUS PRIOR WORK EXPERIENCE (Question Q6)

```
                P11
        COUNT  I
       ROW PCT IQUALIFY   COMPLETE IMPROVE   DECIDE O STUDY TI PERSONAL  TRANSF T TRANSF T COMPLETE   ROW
               IFOR JOB   CERTIF   SKILLS    N CAREER L JOB AV INTEREST O INST   O UNIV    TRAININ  TOTAL
               I     1  I     2  I     3  I     4  I     5  I     6  I     7  I     8  I     9  I
Q6     --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             1 I   102  I    73  I    47  I   102  I     9  I    34  I    13  I     9  I     2  I   390
  NONE         I  26.1  I  18.7  I  12.1  I  26.1  I   2.3  I   8.7  I   3.3  I   2.3  I   0.6  I  46.4
              -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             2 I    43  I    20  I    16  I    26  I     0  I    13  I     2  I     4  I     1  I   124
  < 1 YR       I  34.2  I  15.8  I  13.2  I  20.9  I   0.0  I  10.1  I   1.7  I   2.9  I   1.1  I  14.9
              -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             3 I    15  I    35  I    55  I     6  I     0  I     4  I     2  I     0  I     3  I   120
  1-3 YRS      I  12.3  I  29.3  I  46.0  I   5.2  I   0.0  I   3.0  I   1.3  I   0.4  I   2.5  I  14.3
              -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             4 I    11  I    26  I    58  I     5  I     0  I     7  I     1  I     0  I     0  I   108
  3-6 YRS      I  10.4  I  23.6  I  53.8  I   4.6  I   0.4  I   6.1  I   0.8  I   0.0  I   0.0  I  12.9
              -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             5 I     7  I    23  I    47  I    13  I     0  I     4  I     0  I     1  I     2  I    97
  >= 7 YRS     I   7.7  I  23.5  I  48.4  I  13.3  I   0.0  I   4.0  I   0.3  I   0.6  I   2.3  I  11.6
              -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
        COLUMN     178      177      224      152        9       61       18       13        8     841
         TOTAL    21.2     21.0     26.7     18.1      1.1      7.2      2.1      1.6      1.0   100.0

   18 OUT OF    45 ( 40.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  1.018
RAW CHI SQUARE =   214.93008 WITH    32 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.25281
```

Students who had enrolled "to improve existing job skills" (18.2%), "to transfer to a technical institute or college" (14.4%), or "to decide on a career" (18.4%), were the least likely to have received their graduation diploma or certificate (see *Table #5*). Students wishing "to transfer to a university" (53.8%) and, surprisingly, those enrolling "for personal interest" (40.1%) were the most likely to have graduated.

3.2 Geographic Mobility (Questions Q8 and Q17)

In *Table #6* the student's main objective for enrolling is cross tabulated with whether or not the student would have moved to another region of the province in order to enrol in his chosen program. Students completing certification requirements were the most likely to indicate they would not have moved (91.5%), with those enrolling "to improve existing job skills" (84.4%), "for personal interest" (79.7%), and "to decide on a career" (78.9%) following close behind. Students who indicated that they were studying "until a job becomes available" (53.4%) or planning "to transfer to a technical institute or college" (48.8%) were the least likely to say they would not move.

As might be expected, the students most likely to indicate they would not have moved to another region of the province in order to enrol in their chosen program (*Table #7*), were those who had the goal of taking "one or two courses without intending to complete a full program" or the goal "to complete a career/technical program on a part-time basis" (92.4% and 93.4% respectively).

For those students who had been employed since leaving their post-secondary institution, the location of that employment is cross tabulated in *Table #8* with the location of their place of residence prior to enrolling. In most cases, over two-thirds of the students from each area found employment within their "home region". The few exceptions were: the Cariboo (54.3%), Selkirk

Table 85

TABULATION OF LINKED DATA
MAIN OBJECTIVE FOR ENROLLING (Question P11)
VERSUS GRADUATION STATUS (Question Q9)

```
                  P11
         COUNT   I
         COL PCT IQUALIFY   COMPLETE IMPROVE   DECIDE O STUDY TI PERSONAL  TRANSF T TRANSF T COMPLETE   ROW
                 IFOR JOB   CERTIF   SKILLS    N CAREER L JOB AV INTEREST O INST    O UNIV     TRAININ  TOTAL
                 I      1 I      2 I      3 I      4 I      5 I      6 I      7 I      8 I      9 I
Q9      ---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
               1 I     54 I     53 I     40 I     28 I      0 I     23 I      3 I      7 I      1 I    209
  GOT DIPLOMA    I   31.8 I   31.2 I   18.2 I   18.4 I    5.0 I   40.1 I   14.4 I   53.8 I   22.7 I   25.7
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
               2 I      8 I      7 I      7 I      2 I      0 I      1 I      0 I      0 I      0 I     25
  NOT APPLIED GRAD I  4.6 I    4.4 I    2.9 I    1.1 I    0.0 I    1.6 I    0.0 I    0.0 I    4.8 I    3.0
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
               3 I     14 I      5 I     17 I     13 I      0 I      8 I      1 I      0 I      1 I     60
  COMPLETED COURSE I  8.5 I    2.9 I    7.7 I    8.6 I    0.0 I   14.1 I    7.3 I    0.0 I   10.6 I    7.3
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
               4 I     94 I    104 I    158 I    108 I      9 I     26 I     14 I      6 I      4 I    522
  NOT COMPLETED  I   55.1 I   61.5 I   71.2 I   71.9 I   95.0 I   44.2 I   78.3 I   46.2 I   62.0 I   64.0
                -I--------I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN       170      170      222      150        9       58       17       13        6    815
          TOTAL      20.9     20.9     27.2     18.5      1.1      7.1      2.1      1.5      0.8  100.0

   16 OUT OF    36 ( 44.4%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.181
RAW CHI SQUARE =    51.43866 WITH    24 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0009
CRAMER'S V =  0.14501
```

Table 86

TABULATION OF LINKED DATA
MAIN OBJECTIVE FOR ENROLLING (Question P11)
VERSUS WOULD YOU HAVE MOVED IN ORDER TO ENROL? (Question Q8)

```
                 P11
         COUNT  I
       COL PCT  IQUALIFY   COMPLETE  IMPROVE   DECIDE O  STUDY TI  PERSONAL  TRANSF T  TRANSF T  COMPLETE   ROW
                IFOR JOB   CERTIF    SKILLS    N CAREER  L JOB AV  INTEREST  O INST    O UNIV    TRAININ   TOTAL
                I      1  I      2  I      3  I      4  I      5  I      6  I      7  I      8  I      9  I
Q8     ---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
             2  I     25  I      3  I      5  I     14  I      0  I      5  I      4  I      1  I      1  I     59
  YES           I   16.4  I    1.4  I    2.5  I   10.1  I    0.0  I    9.8  I   26.8  I   14.6  I   13.0  I    7.6
               -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
             3  I     34  I     12  I     28  I     15  I      4  I      6  I      4  I      2  I      1  I    106
  YES,DEPENDS WHER I   21.5  I    7.1  I   13.0  I   11.0  I   46.6  I   11.5  I   24.4  I   19.3  I   22.8  I   13.7
               -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
             4  I     97  I    156  I    184  I    111  I      4  I     43  I      8  I      5  I      4  I    612
  NO            I   62.1  I   91.5  I   84.4  I   78.9  I   53.4  I   78.7  I   48.8  I   66.1  I   64.2  I   78.8
               -I---------I---------I---------I---------I---------I---------I---------I---------I---------I
        COLUMN       156       170       218       141         8        54        16         8         6     777
         TOTAL      20.1      21.9      28.0      18.2       1.0       6.9       2.0       1.1       0.8   100.0

   10 OUT OF    27 ( 37.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.445
RAW CHI SQUARE =    76.81354 WITH    16 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.22344
```

185

Table 87

TABULATION OF LINKED DATA
EDUCATIONAL Goal (Question P12)
VERSUS WOULD YOU HAVE MOVED IN ORDER TO ENROL? (Question Q8)

```
                   P12
          COUNT   I
         COL PCT  ITAKE 1-2 PREPARE  COMPLETE COMPLETE WORK-STU   ROW
                  I COURSES FOR C-T   P-T      F-T     DY PROGR  TOTAL
                  I     1  I     2  I     3  I     4  I     5  I
Q8       ---------I--------I--------I--------I--------I--------I
                2 I     3  I    10  I     2  I    53  I     0  I    68
  YES             I   2.8  I  11.3  I   0.5  I  21.2  I   0.0  I   8.1
                 -I--------I--------I--------I--------I--------I
                3 I     5  I    15  I    22  I    65  I     4  I   111
  YES,DEPENDS WHER I  4.8  I  16.7  I   6.1  I  26.2  I  20.1  I  13.3
                 -I--------I--------I--------I--------I--------I
                4 I   103  I    63  I   344  I   130  I    15  I   655
  NO              I  92.4  I  71.9  I  93.4  I  52.6  I  79.9  I  78.6
                 -I--------I--------I--------I--------I--------I
          COLUMN      111      88      368      249       18     834
          TOTAL      13.4    10.5     44.2     29.7      2.2   100.0

    2 OUT OF    15 ( 13.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  1.489
RAW CHI SQUARE =   173.36258 WITH     8 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.32234
```

Table 88

TABULATION OF LINKED DATA
LOCATION OF EMPLOYMENT (Question Q17)
VERSUS PLACE OF RESIDENCE PRIOR TO ENROLLING (Question P9)

Q17 — COUNT / COL PCT — P9	N. LIGHTS 1	NORTHWEST 2	NEW CALEDONIA 3	CARIBOO 4	OKANAGAN 5	EAST KOOTENAY 6	SELKIRK 7	NORTH ISLAND 8	MALASPINA 9	CAMOSUN 10	FRASER VALLEY 11	LOWER MAINLAND 12	IN CANADA 13	OUTSIDE CANADA 14	ROW TOTAL
1 PEACE R & NE BC	6 80.0	0 0.0	1 8.1	1 5.7	0 2.0	0 0.0	1 4.2	0 0.0	0 0.0	1 3.0	1 3.4	2 0.3	0 0.0	0 0.0	12 1.6
2 NW BC	0 4.0	4 64.1	1 8.1	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 3.0	0 0.0	5 0.7
3 CENTRAL COAST	0 0.0	0 5.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 8.3	0 3.7	0 1.5	0 3.1	3 0.5	0 0.0	0 0.0	5 0.7
4 OKANAGAN	0 5.0	0 0.0	0 0.0	1 7.0	10 77.1	0 0.0	0 0.0	1 11.0	0 0.0	0 0.0	0 1.5	2 0.4	1 5.1	1 8.0	25 3.4
5 KOOTENAYS	0 0.0	0 0.0	0 0.0	0 1.0	1 3.2	10 80.7	6 44.7	0 0.0	0 0.0	0 0.0	0 0.0	2 0.4	0 0.0	0 4.0	25 3.4
6 CENTRAL BC	0 0.0	0 0.0	5 66.6	10 54.3	1 4.2	0 1.5	0 3.0	0 0.4	0 0.0	1 4.7	0 2.0	4 0.7	0 1.0	0 0.0	22 3.0
7 VAN ISLAND	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 56.0	8 75.0	3 10.2	4 10.0	23 4.2	1 5.2	0 0.0	44 5.9
8 GREATER VICTORIA	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	15 40.0	1 3.0	10 1.8	0 0.0	0 0.0	25 3.4
9 FRASER VALLEY	0 0.0	0 0.0	0 6.7	0 0.0	0 1.4	0 0.0	0 0.0	0 0.0	0 0.0	4 12.9	11 47.2	40 [illegible]	0 2.0	0 0.0	65 8.8
10 GREATER VANCOUVER	0 0.0	0 10.0	0 7.2	4 24.1	1 5.1	3 16.3	0 0.0	1 17.0	1 10.2	5 16.1	5 22.3	442 80.6	14 73.4	10 87.4	488 65.7
11 IN CANADA	0 0.0	0 0.0	0 0.0	1 6.3	2 7.0	0 1.5	0 43.0	0 0.0	1 10.2	1 4.0	1 4.1	10 1.8	2 9.4	0 0.0	24 3.3
12 OUTSIDE CANADA	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 3.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.1	0 0.0	0 0.0	1 0.1
14 FR VAL,LOWER MNL	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 0.2	0 0.0	0 0.0	1 0.2
COLUMN TOTAL	7 0.9	6 0.8	7 0.9	19 2.6	24 3.2	20 2.7	13 1.7	6 0.8	12 1.7	30 4.0	23 3.1	548 73.9	19 2.6	12 1.6	742 100.0

```
 164 OUT OF    182 ( 90.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   0.008
RAW CHI SQUARE =   2490.93687 WITH    156 DEGREES OF FREEDOM   SIGNIFICANCE =   0.0000
CRAMER'S V =   0.52070
```

Note: Q17 Response Options 13 and 14 -
The follow-up questionnaire used for VCC students had a different coding structure which prevented the distinction between Victoria and Vancouver Island and between Greater Vancouver and the Lower Mainland.

(44.7%), and Camosun (49.9%). Significant percentages of students from the Cariboo (24.1%), and Camosun (15.1%) regions were employed in the Greater Vancouver area instead, whereas from the Selkirk region 43.8% of the students had found employment in other parts of Canada.

3.3 Socio-Economic Background (Questions P25 and P26)

In the Entry Profile Survey a limited attempt was made to determine the socio-economic background of the career/technical students. The Information Sheet used included questions concerning their farter's occupation and their mother's education. In the following tables, the results from several of the follow-up questions are examined on the basis of these limited measures.

In all categories for "father's occupation", at least one in five students reported having met their educational goal (*Table 89*). However, the highest attainment rates occurred when the father's listed occupation was "service" (48.4%), "unskilled worker" (41.1%), and "technical" (37.4%). Approximately three-quarters of students with fathers in "mining, logging, fishing, farm work" (75.8%) and "clerical" (73.6%) occupations reported that they had not yet reached their educational goal but still hoped to in future.

Graduation rates were highest for students who had fathers in "unskilled" (40.1%) and "managerial" (31.0%) occupations and lowest for students with fathers in "clerical" (17.9%), "technical" (19.0%), "sales" (18.7%) and "semi-skilled" (19.0%) occupations (see *Table 90*). Although not shown here in nearly all occupational categories no discernable pattern was evident in the reasons for not completing all requirements for graduation. "Lack of adequate finances" and "family obligations" were the most often cited reasons for students from nearly all categories of father's occupation.

Table 89

TABULATION OF LINKED DATA
HAVE YOU MET YOUR EDUCATION GOAL (Question Q4)
VERSUS FATHER'S OCCUPATION (Question P25)

```
                  P25
             COUNT  I
           COL PCT  ICLERICAL FARMER   MANAGERI MINE,LOG PROFESSI SALES    SEMI-SKI SERVICE  SKILLED  TECHNICA TRANSPOR UNSKILLE OTHER         ROW
                    I                  AL       ,FISH,FA ONAL              LLED              WORKER   L        T,COMM   D                    TOTAL
                    I      1 I      2 I      3 I      4 I      5 I      6 I      7 I      8 I      9 I     10 I     11 I     12 I     13 I
Q4         ---------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                 1  I      3 I      8 I     54 I      8 I     30 I     13 I      7 I     23 I     41 I      9 I      5 I     13 I     10 I    224
  YES               I   20.7 I   23.3 I   32.5 I   20.7 I   32.5 I   21.5 I   23.9 I   48.4 I   28.3 I   37.4 I   31.6 I   41.1 I   26.7 I   30.3
                   -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                 2  I      0 I     12 I     31 I      1 I     12 I      7 I      4 I      2 I     15 I      0 I      1 I      6 I      1 I     92
  NO                I    0.0 I   34.8 I   18.6 I    3.5 I   12.7 I   10.6 I   14.3 I    3.9 I   10.2 I    1.4 I    7.2 I   19.0 I    3.6 I   12.4
                   -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                 3  I     12 I     11 I     66 I     31 I     35 I     36 I     15 I     21 I     64 I     14 I      8 I     11 I     24 I    346
  NO,BUT STILL HOP  I   73.6 I   33.1 I   39.6 I   75.8 I   38.1 I   57.9 I   50.6 I   44.2 I   44.7 I   57.9 I   53.8 I   34.9 I   61.0 I   46.9
                   -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                 4  I      1 I      3 I     15 I      0 I     15 I      6 I      3 I      2 I     24 I      1 I      1 I      2 I      3 I     77
  CHANGED OBJECTIV  I    5.7 I    8.8 I    9.3 I    0.0 I   16.7 I   10.0 I   11.2 I    3.5 I   16.9 I    3.3 I    7.4 I    4.9 I    8.8 I   10.4
                   -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
             COLUMN       16       34      166       40       91       63       29       48      143       23       15       31       39      739
              TOTAL      2.2      4.6     22.4      5.5     12.4      8.5      4.0      6.4     19.4      3.2      2.0      4.2      5.3    100.0

   18 OUT OF     52 ( 34.6%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  1.536
RAW CHI SQUARE =    83.29369 WITH    36 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.19388
```

Table 90

TABULATION OF LINKED DATA
GRADUATION RATES (Question Q9)
VERSUS FATHER'S OCCUPATION (Question P25)

```
                  P25
            COUNT I
          COL PCT ICLERICAL FARMER   MANAGERI MINE,LOG PROFESSI SALES    SEMI-SKI SERVICE  SKILLED  TECHNICA TRANSPOR UNSKILLE OTHER        ROW
                  I                  AL       ,FISH,FA ONAL              LLED              WORKER   L        T,COMM   D                   TOTAL
                  I      1 I      2 I      3 I      4 I      5 I      6 I      7 I      8 I      9 I     10 I     11 I     12 I     13 I
Q9        --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                1 I      3 I      7 I     50 I     10 I     24 I     11 I      5 I     11 I     39 I      4 I      4 I     12 I      6 I    188
GOT DIPLOMA       I   17.9 I   20.0 I   31.0 I   25.5 I   26.2 I   18.7 I   19.0 I   23.9 I   28.0 I   19.0 I   28.4 I   40.1 I   14.1 I   25.8
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                2 I      0 I      0 I      0 I      0 I      2 I      0 I      1 I     10 I      4 I      0 I      0 I      3 I      1 I     24
NOT APPLIED GRAD  I    2.7 I    0.0 I    0.3 I    0.7 I    2.7 I    0.5 I    3.7 I   21.5 I    2.9 I    0.0 I    3.1 I   10.5 I    2.4 I    3.3
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                3 I      0 I      4 I      4 I      5 I     12 I      3 I      4 I      7 I      8 I      4 I      0 I      1 I      1 I     54
COMPLETED COURSE  I    0.0 I   12.9 I    2.7 I   11.9 I   13.0 I    5.4 I   14.4 I   14.9 I    5.7 I   15.4 I    3.1 I    2.5 I    2.6 I    7.4
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                4 I     13 I     23 I    107 I     25 I     52 I     46 I     18 I     19 I     89 I     15 I     10 I     15 I     32 I    462
NOT COMPLETED     I   79.4 I   67.1 I   66.1 I   61.8 I   58.0 I   75.4 I   62.9 I   39.8 I   63.4 I   65.6 I   65.4 I   46.9 I   81.0 I   63.6
                 -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
           COLUMN      16       34      161       40       90       61       29       48      140       23       15       31       39      727
            TOTAL     2.2      4.7     22.2      5.6     12.4      8.3      4.0      6.5     19.2      3.2      2.0      4.3      5.4    100.0

     24 OUT OF     52 ( 46.2%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   0.487
RAW CHI SQUARE =     104.81858 WITH      36 DEGREES OF FREEDOM.   SIGNIFICANCE =   0.0000
CRAMER'S V =   0.21917
```

In *Table 91* the type of business or industry in which the former student was employed after leaving his post-secondary institution is cross tabulated with the occupation held by his or her father. The small number of students for which these responses are available, however, makes intrepretation of the results difficult.

Students whose fathers were in "unskilled" (57.6%), "farmer" (51.9%), and "technical" (47.5%) occupations were more likely to be employed in the service industries than were other students. Similarly, students whose fathers were in "sales" (23.6%), and "professional" (21.5%) occupations were more likely to be in the transport and communications business. Students with fathers in "mining, logging, fishing or farming" (23.4%) were more likely to be in manufacturing while those with fathers in "service" (21.0%) were more likely to be employed in wholesale of retail trade.

In *Table 92* the occupation of the student is compared with the occupation of the father. Again, the small numbers make interpretation difficult. Students with fathers in "service" occupations are more likely than other students to be employed in "sales" occupations (32.3%) or in "service" occupations themselves (26.3%). Students with fathers in the "unskilled" (52.9%) and "other" (40.7%) occupations are more likely than others to be employed in clerical jobs.

Switching from the father's occupation to the mother's educational background, *Table 93* examines the student's attainment of his educational goal. No clear pattern or trend is evident from the responses. The percentage reporting they had met their goal is relatively high for students whose mothers have a Bachelor degree but it is also high for those whose mothers have only one or two years of secondary school. Similarly, non-attainment rates are relatively high for students whose mothers have only an elementary education and for those whose mothers have a Bachelor's degree.

Table 91

TABULATION OF LINKED DATA
TYPE OF BUSINESS OR INDUSTRY
IN WHICH EMPLOYED (Question Q21 Grouped)
VERSUS FATHER'S OCCUPATION (Question P25)

Q21S \ P25 COUNT COL PCT	CLERICAL 1	FARMER 2	MANAGERIAL 3	MINE,LOG ,FISH,FA 4	PROFESSIONAL 5	SALES 6	SEMI-SKILLED 7	SERVICE 8	SKILLED WORKER 9	TECHNICAL 10	TRANSPORT,COMM 11	UNSKILLED 12	OTHER 13	ROW TOTAL
1 AGRICULTURE	0 3.0	1 3.6	0 0.2	0 0.0	0 0.7	0 0.8	0 0.0	0 1.2	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 0.5
2 FORESTRY	0 0.0	0 0.0	1 1.0	0 0.9	0 0.7	1 1.6	1 6.7	0 0.0	7 6.1	0 0.0	1 7.2	0 0.0	0 0.0	13 2.1
3 FISH & TRAP	0 0.0	0 0.0	0 0.0	3 9.4	0 0.0	0 0.0	0 0.0	0 0.0	1 1.1	0 0.0	0 0.0	0 0.0	0 0.0	5 0.7
4 MINES & OIL	0 0.0	0 0.0	3 4.0	0 0.9	0 0.7	0 0.0	0 0.0	0 0.8	1 0.5	4 15.9	0 2.2	0 0.0	0 0.0	11 1.8
5 MANUFACTURING	4 24.7	2 6.7	15 10.2	8 23.4	7 11.4	8 13.5	4 17.0	7 20.3	24 20.0	5 20.5	0 0.0	0 1.1	1 3.7	85 13.7
6 CONSTRUCTION	0 0.0	1 2.6	12 8.2	1 2.6	1 1.5	1 1.3	0 1.5	0 0.0	10 8.0	1 4.0	1 7.2	4 13.5	5 14.7	36 5.7
7 TRANSPORT & COMM	3 21.6	0 1.5	17 12.2	4 12.9	14 21.5	14 23.6	1 3.5	1 2.1	13 10.7	0 1.3	1 5.7	0 0.0	0 0.0	69 11.0
8 UTILITIES	0 3.0	0 0.0	7 4.6	0 0.0	0 0.7	0 0.0	3 14.9	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 1.4	11 1.8
9 TRADE	4 23.8	1 3.2	13 9.2	1 1.7	5 7.8	5 7.9	0 0.0	8 21.0	11 9.4	0 0.0	0 0.0	3 8.0	1 3.7	51 8.2
10 FIN,INS & RL EST	0 0.0	3 10.8	15 10.9	1 2.7	4 5.8	5 9.3	0 0.0	4 10.1	4 3.6	0 1.3	1 5.5	3 11.6	5 13.5	46 7.4
11 SERVICES	3 19.9	16 51.9	44 30.7	10 28.6	21 32.3	15 25.7	9 30.4	11 29.5	41 34.0	11 47.5	6 44.1	16 57.6	13 38.7	215 34.5
12 PUBLIC ADMIN	1 4.0	5 17.8	11 7.4	2 4.6	10 16.1	9 14.8	0 2.1	5 13.3	7 5.9	1 2.8	4 25.8	1 3.5	4 10.7	58 9.4
13 UNCLASSIFIED	0 0.0	1 1.8	2 1.4	4 12.2	0 0.7	1 1.6	3 14.9	1 1.6	1 0.7	1 6.5	0 2.2	1 3.8	5 13.7	20 3.3
COLUMN TOTAL	15 2.4	30 4.8	142 22.8	35 5.6	64 10.3	59 9.4	22 3.5	37 5.9	121 19.4	23 3.6	14 2.2	28 4.5	34 5.4	623 100.0

```
  137 OUT OF    169 ( 81.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.072
RAW CHI SQUARE =   307.58151 WITH   144 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.20283
```

Table 92

TABULATION OF LINKED DATA
OCCUPATIONAL CATEGORY IN WHICH EMPLOYED (Question Q22 a and b)
VERSUS FATHER'S OCCUPATION (Question P25)

Q22B / P25 COUNT COL PCT	CLERICAL 1	FARMER 2	MANAGERIAL 3	MINE,LOG,FISH,FA 4	PROFESSIONAL 5	SALES 6	SEMI-SKILLED 7	SERVICE 8	SKILLED WORKER 9	TECHNICAL 10	TRANSPORT,COMM 11	UNSKILLED 12	OTHER 13	ROW TOTAL
11 MANAGEMENT	0 0.0	1 1.9	9 6.7	0 1.8	4 8.9	3 6.3	1 5.5	0 0.0	4 3.5	0 2.1	0 0.0	3 12.0	1 2.2	26 4.5
21 SCIENCE	0 3.0	1 3.4	14 10.4	0 0.0	2 3.9	1 2.1	0 2.4	0 0.0	5 4.0	2 7.3	0 0.0	0 1.2	1 2.4	26 4.6
23 SOCIAL SCIENCES	0 3.9	2 7.5	8 6.8	1 4.2	3 5.7	3 6.0	3 14.1	3 10.0	5 4.4	2 7.9	4 27.0	0 1.6	3 10.4	40 6.9
27 TEACHING	0 3.0	3 11.5	1 0.7	1 3.2	6 10.6	0 0.0	1 2.8	0 1.4	3 2.8	0 0.0	0 0.0	1 2.2	0 0.0	17 2.9
31 MEDICINE,HEALTH	1 6.0	4 15.3	10 7.3	0 0.0	2 3.8	5 8.2	3 17.1	2 6.6	7 5.8	0 0.0	0 0.0	0 1.6	5 13.6	39 6.8
33 FINE ARTS	0 0.0	3 8.0	1 0.8	0 1.8	0 0.8	0 0.6	0 0.0	4 10.8	2 1.9	0 1.4	0 0.0	0 1.8	0 0.0	11 1.9
37 SPORT,RECREATION	1 4.9	0 0.0	1 1.0	0 0.0	0 0.0	0 0.9	0 1.6	0 0.0	5 3.9	0 2.1	0 0.0	0 0.0	0 0.0	8 1.4
41 CLERICAL	10 67.1	8 29.3	47 35.6	8 33.2	21 34.2	15 29.8	8 45.1	3 7.8	38 32.6	7 31.0	6 40.1	14 52.9	14 40.7	199 34.5
51 SALES	0 0.0	0 1.2	11 8.0	1 2.3	8 13.9	8 15.5	0 0.0	11 33.3	5 4.0	4 16.4	0 2.4	2 6.0	2 5.3	51 8.8
61 SERVICE	1 7.0	4 14.7	8 6.2	5 17.4	4 6.8	3 5.2	0 0.0	9 26.3	8 7.3	0 0.0	1 8.2	4 15.3	3 7.7	50 8.6
71 AGRICULTURE	0 3.0	0 1.6	0 0.0	0 0.0	0 0.8	1 1.2	0 0.0	0 1.4	0 0.0	0 0.0	0 0.0	0 1.6	0 0.0	3 0.5
73 FISH,HUNT,TRAP	0 0.0	0 0.0	0 0.0	3 12.9	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 0.6
75 FORESTRY,LOGGING	0 0.0	0 0.0	1 0.6	0 1.2	0 0.8	0 0.9	1 4.8	0 0.0	4 3.1	0 0.0	0 3.3	0 0.0	0 0.0	7 1.2
77 MINING,QUARRYING	0 0.0	0 0.0	1 0.4	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.3	0 0.0	0 0.0	0 0.0	0 0.0	1 0.1
82 PROCESSING	0 0.0	0 1.2	1 1.0	0 0.0	3 5.4	4 7.2	0 0.0	0 0.0	1 1.2	4 17.0	1 3.9	0 0.0	0 1.4	15 2.6
83 MACHINING	0 0.0	0 0.0	2 1.2	0 0.0	0 0.0	0 0.0	0 0.0	0 1.0	7 5.9	0 0.0	0 0.0	0 0.0	0 0.0	9 1.5
85 MANUFACTURING	0 0.0	0 0.0	2 1.3	1 2.9	1 1.3	0 0.0	0 2.4	0 0.0	4 3.3	0 0.0	0 0.0	0 0.0	0 0.0	7 1.3
87 CONSTRUCTION	0 0.0	0 1.6	3 2.5	1 5.6	0 0.0	1 1.5	0 1.8	0 0.0	8 6.9	0 0.0	0 0.0	1 2.0	4 12.5	19 3.3
91 TRANSPORTATION	0 0.0	0 0.0	7 5.5	0 0.0	4 6.2	0 0.0	0 2.4	0 0.0	2 1.6	3 14.9	2 11.6	0 0.0	0 0.0	18 3.2
93 MATERIAL HANDLING	0 0.0	0 0.0	0 0.3	0 0.0	0 0.0	3 6.3	0 0.0	0 0.0	7 6.0	0 0.0	0 0.0	0 1.7	0 0.0	11 1.9
95 OTHER CRAFTS	0 0.0	0 1.6	4 3.0	4 13.7	0 0.0	1 1.0	0 0.0	0 0.9	1 1.1	0 0.0	0 3.5	0 0.0	1 2.4	11 2.0
99 OTHER	0 3.0	0 1.1	1 0.7	0 0.0	0 0.0	3 6.3	0 0.0	0 1.4	0 0.0	0 0.0	0 0.0	0 0.0	0 1.4	6 1.0
COLUMN TOTAL	15 2.6	28 4.9	133 23.0	26 4.5	60 10.4	[illegible] [illegible]	19 3.3	33 5.7	115 19.9	22 3.8	14 2.4	27 4.7	33 5.8	578 100.0

```
260 OUT OF   286 ( 90.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0
MINIMUM EXPECTED CELL FREQUENCY =  0.020
RAW CHI SQUARE =   436.35850 WITH   252 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =  0.25093
```

Table 93

TABULATION OF LINKED DATA
HAVE YOU MET YOUR EDUCATIONAL GOAL (Question Q4)
VERSUS MOTHER'S EDUCATION (Question P26)

```
                  P26
          COUNT  I
        COL PCT  IELEM      SEC,1-2  SEC,3-5  POST-SEC BACH DEG GRAD STU POST-GRA DO NOT K   ROW
                 I          YRS      YRS               REE      DY       D DEGREE NOW       TOTAL
                 I     1  I     2  I     3  I     4  I     5  I     6  I     7  I     8  I
Q4       --------I--------I--------I--------I--------I--------I--------I--------I--------I
              1  I    15  I    27  I    66  I    49  I    19  I     0  I    11  I    40  I    227
  YES            I  17.2  I  37.1  I  28.2  I  28.6  I  41.5  I   8.8  I  34.3  I  32.9  I   29.5
                -I--------I--------I--------I--------I--------I--------I--------I--------I
              2  I    17  I    10  I    36  I    15  I     8  I     2  I     4  I    15  I    106
  NO             I  18.8  I  13.5  I  15.5  I   8.7  I  18.3  I  31.8  I  11.8  I  12.5  I   13.8
                -I--------I--------I--------I--------I--------I--------I--------I--------I
              3  I    47  I    30  I    94  I    97  I    13  I     3  I    16  I    60  I    359
  NO,BUT STILL HOP I  53.5  I  40.6  I  40.2  I  56.7  I  27.9  I  53.4  I  51.5  I  49.8  I   46.7
                -I--------I--------I--------I--------I--------I--------I--------I--------I
              4  I     9  I     6  I    38  I    10  I     6  I     0  I     1  I     6  I     76
  CHANGED OBJECTIV I  10.5  I   8.8  I  16.2  I   6.0  I  12.3  I   6.0  I   2.4  I   4.8  I    9.9
                -I--------I--------I--------I--------I--------I--------I--------I--------I
         COLUMN       89       73      233      171       46        5       32      121      769
          TOTAL     11.5      9.5     30.4     22.2      6.0      0.7      4.1     15.7    100.0

    7 OUT OF     32 ( 21.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.496
RAW CHI SQUARE =    45.74199 WITH    21 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0014
CRAMER'S V =  0.14084
```

Table 94 is also lacking any clear pattern or trend. Graduation rates are highest for students whose mothers have an elementary education, but next highest for those with mothers holding a Bachelor degree. Graduation rates are relatively quite low for those with mothers holding a Post-graduate degree.

In *Table 95* the type of business or industry in which the students had been employed since leaving their post-secondary institution is cross tabulated with mother's educational level. While the small number of respondents to these questions makes interpretation somewhat difficult, a few tentative trends appear. As the mother's level of education increased from elementary to university degree, there was a greater percentage of students employed in "finance, insurance, and real estate" businesses and a smaller percentage employed in the "service" industries.

A similar trend is evident in the cross tabulation of the student's occupational category with mother's educational level (*Table 96*). As the mother's level of education increased, a greater percentage of students were employed in "clerical" and "sales" occupations and a smaller percentage were employed in "service" occupations. The small numbers of respondents, however, make these trends very tentative.

Table 94

TABULATION OF LINKED DATA
GRADUATION RATES (Question Q9)
VERSUS MOTHER'S EDUCATION (Question P26)

```
                  P26
        . COUNT   I
          COL PCT IELEM      SEC.1-2  SEC.3-5  POST-SEC BACH DEG G[illegible]D STU POST-GRA DO NOT K   ROW
                  I          YRS      YRS               REE      DY       D DEGREE NOW       TOTAL
                  I      1 I      2 I      3 I      4 I      5 I      6 I      7 I      8 I
Q9       --------I--------I--------I--------I--------I--------I--------I--------I--------I
                1 I     26 I     17 I     55 I     45 I     12 I      1 I      7 I     22 I    185
  GOT DIPLOMA     I   29.0 I   23.5 I   24.2 I   26.3 I   26.6 I   22.1 I   23.4 I   18.5 I   24.4
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
                2 I      1 I      3 I      5 I      6 I      5 I      0 I      0 I      5 I     24
  NOT APPLIED GRAD I    1.4 I    4.6 I    2.0 I    3.3 I   10.4 I    6.4 I    0.0 I    4.0 I    3.2
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
                3 I      8 I      2 I     18 I     12 I      5 I      0 I      3 I     13 I     61
  COMPLETED COURSE I    9.5 I    2.8 I    7.8 I    6.8 I   11.1 I    0.0 I   10.2 I   10.9 I    8.0
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
                4 I     53 I     49 I    150 I    108 I     24 I      3 I     21 I     78 I    488
  NOT COMPLETED   I   60.1 I   69.1 I   65.9 I   63.6 I   51.8 I   71.5 I   66.4 I   66.6 I   64.3
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
           COLUMN       89       71      228      170       46        5       32      117      758
            TOTAL     11.7      9.4     30.1     22.5      6.1      0.6      4.2     15.4    100.0

   11 OUT OF    32 ( 34.4%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.152
RAW CHI SQUARE =     21.18355 WITH    21 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.4478
CRAMER'S V =  0.09652
```

Table 95

TABULATION OF LINKED DATA
TYPE OF BUSINESS OR INDUSTRY
IN WHICH EMPLOYED (Question Q21 Grouped)
VERSUS MOTHER'S EDUCATION (Question P26)

```
                 P26
          COUNT I
        COL PCT IELEM     SEC.1-2  SEC.3-5  POST-SEC BACH DEG GRAD STU POST-GRA DO NOT K      ROW
                I         YRS      YRS               REE      DY       D DEGREE NOW         TOTAL
                I      1 I      2 I      3 I      4 I      5 I      6 I      7 I      8 I
Q21S    --------I--------I--------I--------I--------I--------I--------I--------I--------I
            1   I      0 I      1 I      1 I      1 I      0 I      0 I      0 I      1 I       4
AGRICULTURE     I    0.0 I    1.0 I    0.4 I    0.6 I    1.2 I    0.0 I    0.0 I    0.9 I     0.6
               -I--------I--------I--------I--------I--------I--------I--------I--------I
            2   I      1 I      4 I      6 I      1 I      0 I      0 I      0 I      0 I      13
FORESTRY        I    1.3 I    6.6 I    3.0 I    0.9 I    0.0 I    0.0 I    1.7 I    0.5 I     2.1
               -I--------I--------I--------I--------I--------I--------I--------I--------I
            3   I      0 I      0 I      0 I      0 I      0 I      0 I      0 I      5 I       5
FISH & TRAP     I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    4.5 I     0.7
               -I--------I--------I--------I--------I--------I--------I--------I--------I
            4   I      0 I      0 I      1 I      5 I      4 I      0 I      0 I      3 I      14
MINES & OIL     I    0.6 I    0.0 I    0.7 I    3.6 I    9.9 I    0.0 I    1.2 I    3.2 I     2.2
               -I--------I--------I--------I--------I--------I--------I--------I--------I
            5   I      5 I      5 I     41 I     13 I      8 I      0 I      4 I     18 I      95
MANUFACTURING   I    7.1 I    7.8 I   20.3 I    9.5 I   21.4 I    0.0 I   15.5 I   18.0 I    14.6
               -I--------I--------I--------I--------I--------I--------I--------I--------I
            6   I      2 I      6 I     10 I      2 I      1 I      0 I      3 I      8 I      33
CONSTRUCTION    I    2.2 I    9.9 I    4.8 I    1.7 I    2.6 I    0.0 I   11.8 I    8.2 I     5.0
               -I--------I--------I--------I--------I--------I--------I--------I--------I
            7   I      4 I     14 I     21 I     16 I      0 I      0 I      4 I     10 I      69
TRANSPORT & COMMI    5.6 I   21.0 I   10.4 I   11.4 I    1.2 I    0.0 I   13.5 I   10.2 I    10.6
               -I--------I--------I--------I--------I--------I--------I--------I--------I
            8   I      0 I      0 I      3 I      4 I      3 I      1 I      0 I      0 I      12
UTILITIES       I    0.0 I    0.7 I    1.6 I    2.7 I    8.5 I   13.6 I    0.0 I    0.5 I     1.8
               -I--------I--------I--------I--------I--------I--------I--------I--------I
            9   I      6 I      7 I     15 I     17 I      1 I      1 I      1 I      5 I      53
TRADE           I    8.6 I   10.2 I    7.2 I   12.3 I    3.5 I   17.2 I    3.9 I    5.2 I     8.2
               -I--------I--------I--------I--------I--------I--------I--------I--------I
           10   I      0 I      1 I     13 I     12 I      7 I      1 I      1 I     11 I      46
FIN,INS & RL ESTI    0.6 I    1.4 I    6.6 I    8.9 I   17.0 I   22.6 I    3.6 I   10.5 I     7.1
               -I--------I--------I--------I--------I--------I--------I--------I--------I
           11   I     47 I     22 I     70 I     42 I      8 I      2 I     11 I     25 I     226
SERVICES        I   61.9 I   33.8 I   34.3 I   30.3 I   21.8 I   35.8 I   38.5 I   25.3 I    34.7
               -I--------I--------I--------I--------I--------I--------I--------I--------I
           12   I      9 I      4 I     20 I     15 I      5 I      0 I      3 I      8 I      63
PUBLIC ADMIN    I   11.4 I    5.5 I    9.7 I   11.0 I   11.8 I   10.8 I   10.3 I    7.8 I     9.6
               -I--------I--------I--------I--------I--------I--------I--------I--------I
           13   I      0 I      1 I      2 I     10 I      0 I      0 I      0 I      5 I      19
UNCLASSIFIED    I    0.6 I    2.1 I    1.0 I    7.2 I    1.2 I    0.0 I    0.0 I    5.2 I     3.0
               -I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN      75       65      203      139       38        4       28      100       652
           TOTAL    11.5      9.9     31.1     21.3      5.9      0.7      4.2     15.4     100.0

   68 OUT OF    104 ( 65.4%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.024
RAW CHI SQUARE =    172.70105 WITH    84 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.19447
```

Table 96

TABULATION OF LINKED DATA
OCCUPATIONAL CATEGORY IN WHICH EMPLOYED (Question 22b)
VERSUS MOTHER'S EDUCATION (Question P26)

```
                    P26
               COUNT I
             COL PCT IELEM     SEC.1-2  SEC.3-5  POST-SEC BACH DEG GRAD STU POST-GRA DO NOT K    ROW
                     I         YRS      YRS               REE      DY       D DEGREE NOW        TOTAL
                     I      1 I      2 I      3 I      4 I      5 I      6 I      7 I      8 I
Q22B         --------I--------I--------I--------I--------I--------I--------I--------I--------I
                  11 I      4 I      4 I     12 I      3 I      1 I      0 I      0 I      4 I     27
  MANAGEMENT         I    6.1 I    5.9 I    6.1 I    2.0 I    2.1 I    6.8 I    0.0 I    4.7 I    4.5
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  21 I      1 I      2 I     15 I      5 I      4 I      0 I      1 I      5 I     33
  SCIENCE            I    2.0 I    2.5 I    8.2 I    3.3 I   12.4 I    0.0 I    2.4 I    6.4 I    5.4
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  23 I      8 I      2 I      8 I     11 I      3 I      1 I      1 I      7 I     40
  SOCIAL SCIENCES    I   11.5 I    2.4 I    4.1 I    8.1 I   10.8 I   27.6 I    3.4 I    7.9 I    6.7
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  27 I      5 I      1 I      4 I      4 I      0 I      0 I      0 I      3 I     17
  TEACHING           I    6.6 I    1.7 I    2.2 I    2.6 I    0.0 I    0.0 I    0.0 I    3.8 I    2.8
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  31 I      5 I     11 I      8 I     11 I      3 I      0 I      5 I      1 I     43
  MEDICINE,HEALTH    I    7.9 I   16.5 I    4.1 I    7.9 I   10.8 I    0.0 I   17.4 I    1.0 I    7.2
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  33 I      0 I      1 I      4 I      1 I      0 I      0 I      0 I      4 I     11
  FINE ARTS          I    0.0 I    1.2 I    2.3 I    0.8 I    1.5 I    0.0 I    1.8 I    4.5 I    1.8
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  37 I      5 I      1 I      1 I      2 I      0 I      0 I      0 I      0 I      8
  SPORT,RECREATION   I    6.5 I    1.3 I    0.5 I    1.1 I    0.0 I    0.0 I    0.0 I    0.5 I    1.4
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  41 I     14 I     14 I     74 I     52 I     12 I      2 I      8 I     28 I    203
  CLERICAL           I   20.3 I   21.2 I   39.0 I   37.9 I   38.4 I   45.1 I   29.1 I   33.3 I   33.5
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  51 I      6 I      4 I     14 I     20 I      4 I      0 I      1 I      5 I     56
  SALES              I    8.7 I    6.7 I    7.6 I   14.7 I   14.1 I    6.8 I    5.1 I    6.1 I    9.2
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  61 I     13 I      6 I     13 I     13 I      1 I      1 I      4 I      7 I     57
  SERVICE            I   18.6 I    9.3 I    6.9 I    9.5 I    3.6 I   13.6 I   13.8 I 8.[illegible] I    9.5
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  71 I      0 I      0 I      0 I      0 I      0 I      0 I      1 I      1 I      3
  AGRICULTURE        I    0.0 I    0.5 I    0.0 I    0.3 I    1.5 I    0.0 I    2.3 I    1.6 I    0.5
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  73 I      0 I      0 I      0 I      0 I      0 I      0 I      0 I      3 I      3
  FISH,HUNT,TRAP     I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    0.0 I    3.8 I    0.5
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  75 I      1 I      0 I      5 I      1 I      0 I      0 I      0 I      0 I      7
  FORESTRY,LOGGING   I    1.0 I    0.7 I    2.6 I    0.7 I    0.0 I    0.0 I    0.0 I    0.5 I    1.2
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  77 I      0 I      0 I      0 I      1 I      0 I      0 I      0 I      0 I      1
  MINING,QUARRYING   I    0.0 I    0.0 I    0.2 I    0.4 I    0.0 I    0.0 I    0.0 I    0.0 I    0.1
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  82 I      0 I      1 I      5 I      0 I      0 I      0 I      3 I      3 I     14
  PROCESSING         I    0.5 I    2.2 I    2.7 I    0.3 I    1.5 I    0.0 I   12.4 I    3.8 I    2.4
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  83 I      0 I      0 I      7 I      0 I      1 I      0 I      0 I      1 I      9
  MACHINING          I    0.0 I    0.0 I    3.7 I    0.2 I    1.8 I    0.0 I    0.0 I    1.6 I    1.5
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  85 I      0 I      1 I      5 I      1 I      0 I      0 I      0 I      0 I      7
  MANUFACTURING      I    0.0 I    1.9 I    2.8 I    0.7 I    0.0 I    0.0 I    0.0 I    0.0 I    1.2
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  87 I      2 I      5 I      1 I      1 I      0 I      0 I      0 I      4 I     13
  CONSTRUCTION       I    3.2 I    8.3 I    0.4 I    0.7 I    0.0 I    0.0 I    0.0 I    4.4 I    2.1
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  91 I      1 I      8 I      5 I      0 I      0 I      0 I      0 I      5 I     19
  TRANSPORTATION     I    1.7 I   11.7 I    2.4 I    0.0 I    1.5 I    0.0 I    0.0 I    5.9 I    3.1
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  93 I      3 I      0 I      0 I      4 I      0 I      0 I      3 I      1 I     12
  MATERIAL HANDLNG   I    4.7 I    0.0 I    0.2 I    2.7 I    0.0 I    0.0 I   12.4 I    1.1 I    1.9
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  95 I      0 I      3 I      7 I      1 I      0 I      0 I      0 I      0 I     12
  OTHER CRAFTS       I    0.0 I    5.2 I    3.9 I    0.6 I    0.0 I    0.0 I    0.0 I    0.6 I    2.0
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
                  99 I      0 I      0 I      0 I      7 I      0 I      0 I      0 I      0 I      9
  OTHER              I    0.7 I    0.7 I    0.2 I    5.4 I    0.0 I    0.0 I    0.0 I    0.0 I    1.4
                    -I--------I--------I--------I--------I--------I--------I--------I--------I
              COLUMN       69       64      190      137       30        4       26       85      605
               TOTAL     11.4     10.6     31.3     22.6      5.0      0.7      4.3     14.0    100.0

  147 OUT OF    176 ( 83.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.006
RAW CHI SQUARE =   261.24808 WITH    147 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.24837
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CHAPTER VI

SUMMARY OF FINDINGS AND IMPLICATIONS

1.0 INTRODUCTION

The Longitudinal Follow-Up Survey described in this report involved a continuing monitoring of students who had originally enrolled in a career/technical program during the fall of 1981. As of September 1982, those who were no longer enrolled were surveyed using a mail-back questionnaire designed specifically for the study. The survey was undertaken in the spring of 1983 and approximately 4,900 responses were received, across 17 of the 19 institutions which offer career/technical education in British Columbia.

The study was designed to be longitudinal in nature, focusing on the cohort of students enrolled as of September 1981. It produced data which was linked, on an indivudual student basis, to information collected from these same students at the time of their entry to a career/technical program.

The linkage of follow-up data with entry profile data was possible, however, for only 940 individuals. The majority of the 1981 cohort had not yet left their studies as of September 1982. Despite this relatively small number of "longitudinal" observations, important findings emerged.

The Longitudinal Follow-Up Survey also produced data which are comparable with results from a Cross-Sectional Follow-Up Survey, conducted previously, which involved students who had been enrolled in 1979. Consequently a number of comparative observations were available regarding employment trends, student views on their educational experience, future plans and several other related issues.

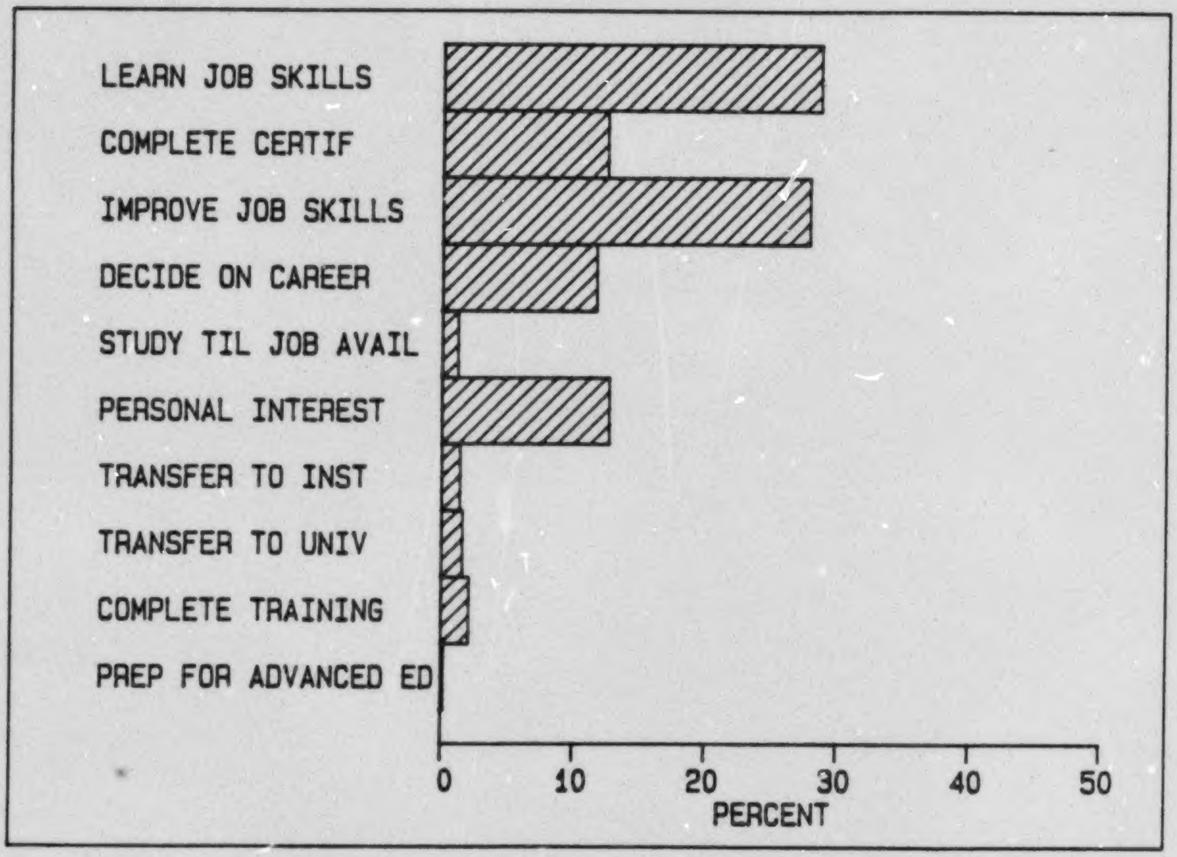
As is so often the case with large scale studies of this type, the survey produced an overwhelming amount of information. Career/technical students encompass a wide variety of "populations", which differ considerably in many of the characteristics under investigation. While provincial data tend to mask import variations and their value. Nevertheless, differences were evident between and among college age and adult age students, males and females, full-time and part-time students, and provincial institute and community college students. Furthermore, there were important variations among individual institutions and within the various programs offered under the career/technical designation. The summary and comments which follow have been produced with the foregoing in mind, and attempt to accommodate essential variations. However, reading this summary is an inadequate substitute for examining the first order data available in other sections of this report and in the accompanying Appendix Reports.

2.0 SUMMARY OF FINDINGS

2.1 Objectives for Attending

Career/technical students in British Columbia fall into two major categories as far as their objectives for attending a post-secondary institution are concerned. The majority of students have enrolled either "to learn the skills needed for a job" or "to improve existing job skills" (see Figure 1). The former category is generally comprised of college age students (under 25 years of age), having no prior work experience related to their area of study and enrolling with the intention of completing their program on a full-time basis. The latter category who are attending in order to improve existing job skills usually includes adult age students, having several years of employment experience and pursuing one or two technical courses on a part-time basis rather than a full program. The proportion of this latter group who complete all requirements for graduation is lower than for the first group.

FIGURE 1
MAIN OBJECTIVE FOR ATTENDING A POST-SECONDARY INSTITUTION



The number of students who do not fit into either of these categories is small, and includes those attending "for personal interest", "to transfer to another institution" and "to decide on a career". These students are also likely to be of college age and have little work experience.

A comparison of "original objectives" and broad "educational goals" as stated by students upon initial entry to their program with those stated several months after leaving their program, produced interesting results. Only 41% of the respondents stated the same objective at both points in time. Objectives stated after leaving tended to be oriented more toward the development or improvement of specific job skills, rather than more "abstract" objectives such as personal interest, completion of a certificate, or deciding on a career. Similarly, only 65% of the students indicated the same broad educational goal at both points in time. However, the changes in stated goals were quite mixed, with as many shifting from "program completion on a full-time basis" to "taking one or two courses without intending to complete a full program" as switched the other way.

2.2 Work Experience

A substantial proportion of the students (59%) had work experience related to their program prior to enrolling in that program. Some 29% reported 3 or more years work experience. Males and college age students were more likely to report no work experience than were females or adult age students.

A similar percentage of students (57%) indicated that they were employed full-time while enrolled during 1981/82. A further 20% reported part-time employment. As might be expected, college age students were less likely than adult age students; full-time students were less likely than part-time students, and those having no prior work experience were also less likely than those with prior work experience, to be employed full-time while enrolled.

In most cases (73%) employment undertaken by the student during their enrolment was reported to be either definitely or somewhat related to their program of study. However, where that employment was cited as unrelated, these were more likely to have been college age rather than adult age students and those employed part-time rather than full-time.

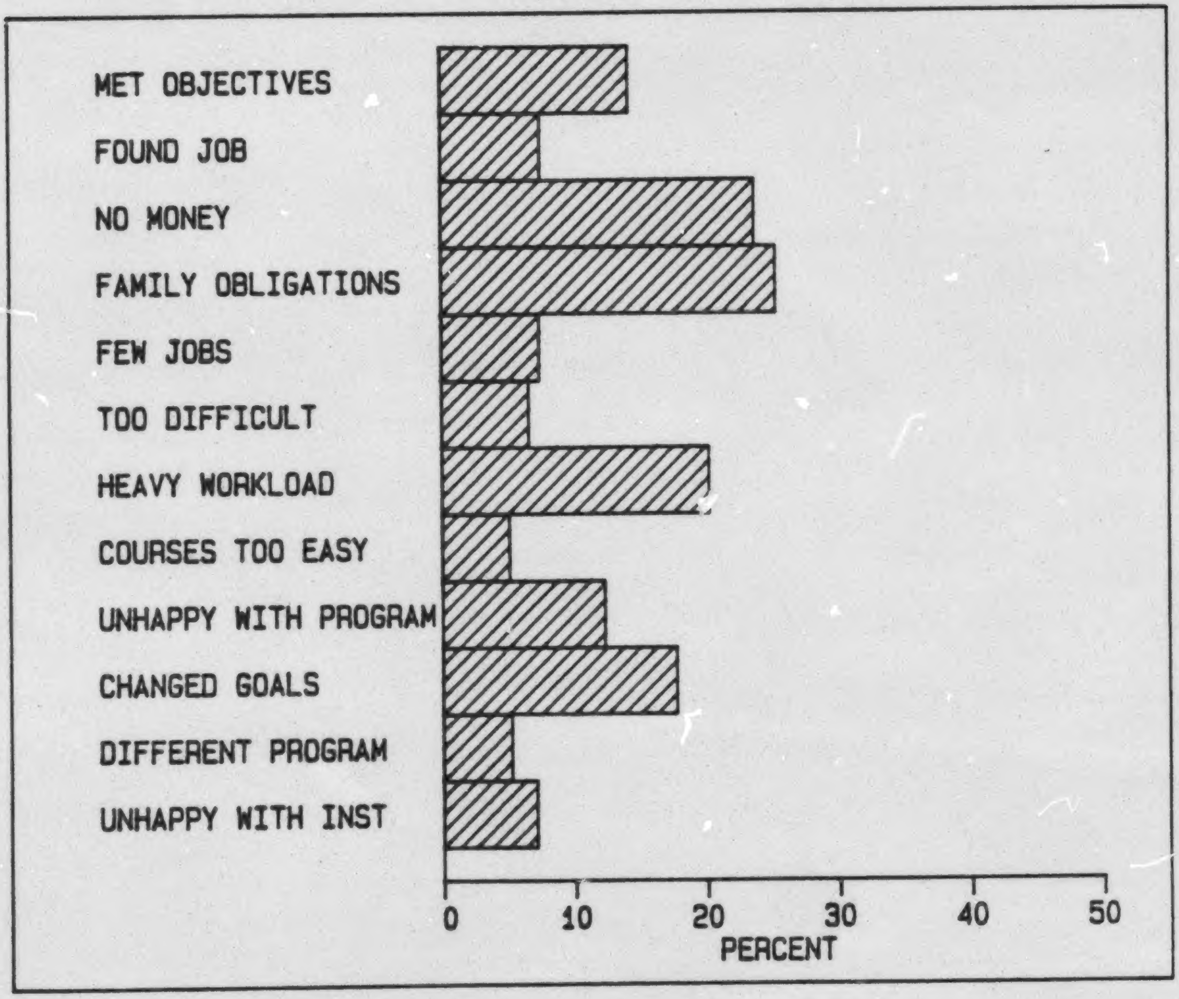
2.3 Graduation

Only 30% of the respondents indicated that they had received their graduation certificate or diploma. A further 3% were eligible but had not yet applied for it. Some 58% reported that they had not completed all courses they had intended to take.

Completion rates for males and college age students were higher than for females and adult age students. As might be expected, full-time students had over three times the completion rate of part-time students.

The reasons for not completing all requirements for graduation were generally either "family obligations" or "lacked adequate finances" (see Figure 2). Females and adult age students cited family obligations more frequently than males and college age students. The percentage indicating a lack of adequate finances had risen substantially from that reported for the 1979 cohort of career/technical students (up from 12% to 24%). College age students, compared with adult age students, were also more likely to report a "change of career goals" and "program not what I thought it would be" as reasons for leaving their studies before graduation.

FIGURE 2
REASONS FOR NOT COMPLETING ALL COURSE REQUIREMENTS FOR GRADUATION



2.4 Current Activity

Many students continued in a previously held job after leaving their post-secondary institution. Only 56% were actually in a position of searching for new employment. Of these 70% sought employment related to their program and 30% did not. The student who had been enrolled full-time was more likely than the part-time student to seek related employment.

Of those who eventually did find employment, many had found a job before they had actually left their post-secondary institution. For those who continued to search after leaving, 29% were employed within one month and only 3% took longer than 8 months to find employment. While males and adult age students took slightly longer to find employment than females and college age students, the length of time did not appear to depend on either graduation status nor whether the student had been employed while enrolled.

In total, 77% of the former students were employed at the time of the follow-up survey (see Figure 3). Those unemployed and seeking a job represented 9.5% of the respondents, up considerably form the 3.6% figure reported for the 1979 cohort of students. Selkirk, Northern Lights, BCIT-Day, Kwantlen and Emily Carr had unemployment rates exceeding 15%, higher than for the other institutions (see Figure 4).

The four major reasons given for not being employed were: "laid off from previous job" (26%), "full-time household/family duties" (18%), "there are no openings in my field of training" (18%), and "I am still at school" (14%). Males were more likely than females to indicate they had been laid off or that there were no openings available. Females and adult age students were far more likely than males and college age students to cite "full-time household/family duties" as their reason for not being employed.

FIGURE 3
CURRENT ACTIVITY OF FORMER STUDENTS

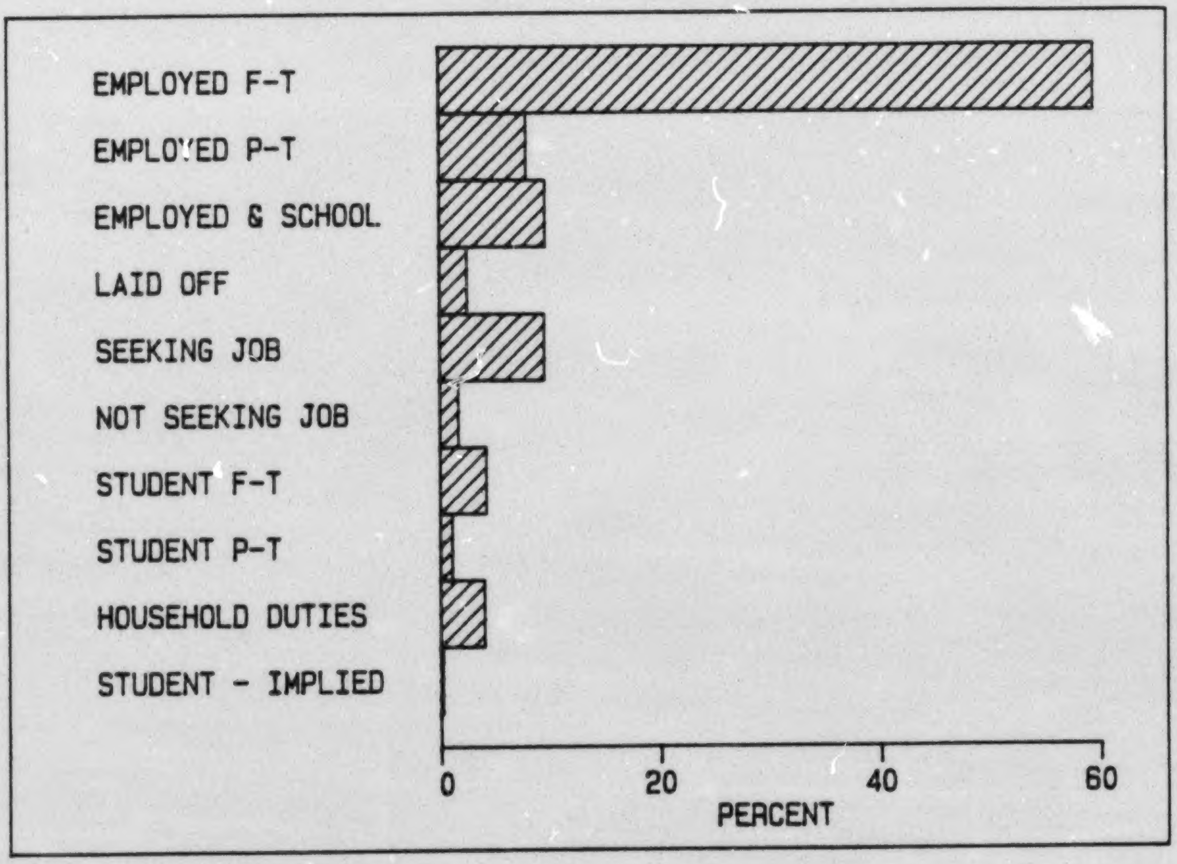
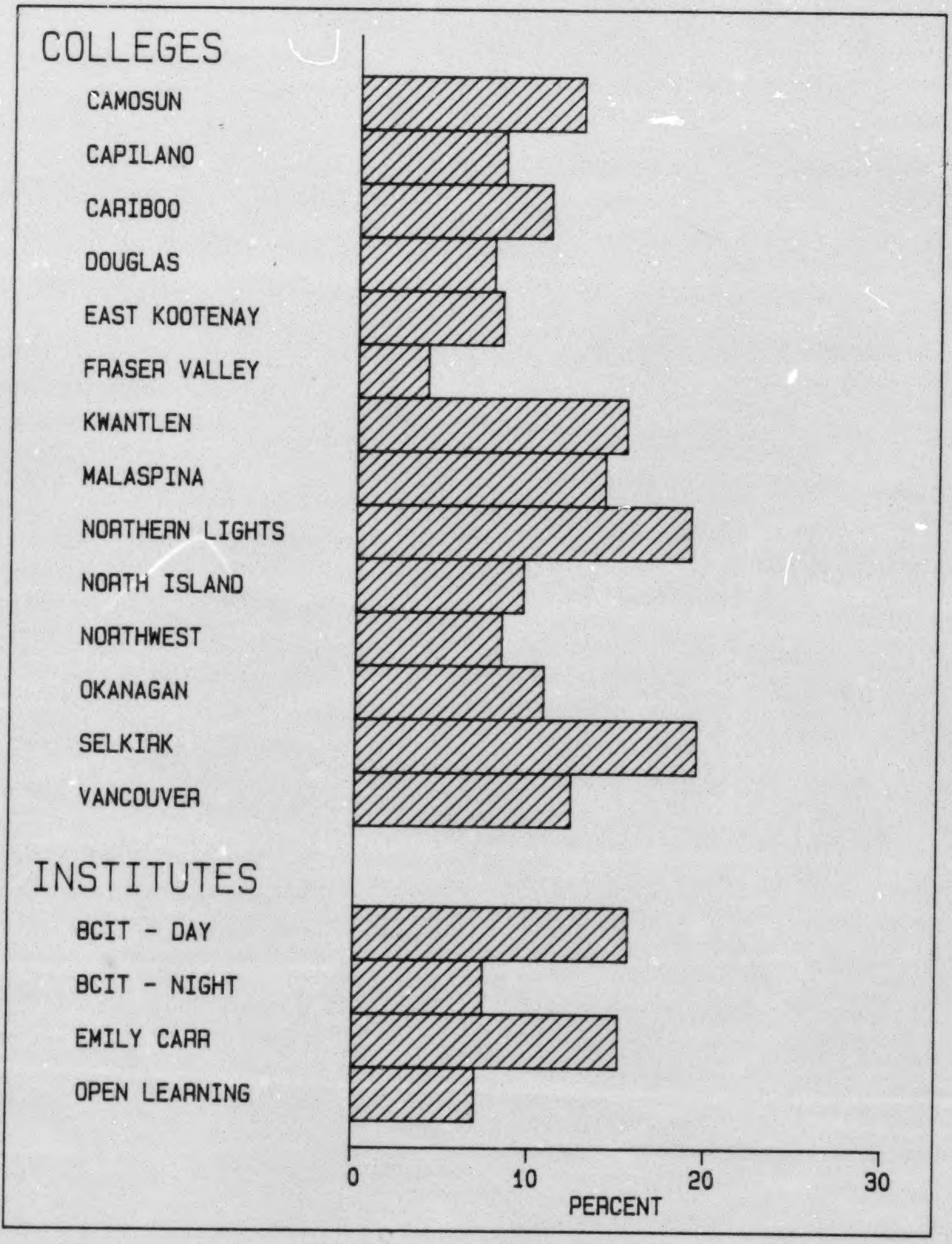


FIGURE 4
PERCENTAGE OF FORMER STUDENTS
CURRENTLY UNEMPLOYED AND SEEKING A JOB



Students who had had some related work experience prior to enrolling in their program were more likely than those who had no experience to be employed full-time at the time of the survey. Similarly, so were those students who had worked full-time during their enrolment. Students with no prior work experience, non-graduates, and those who did not work during their enrolment were more likely to be unemployed at the time of the survey.

For respondents who were currently enrolled at a post secondary institution, the majority had re-enrolled at their original institution and in the same or a related discipline.

2.5 Employment

The majority (78%) of those who were employed at the time of the survey or who had been employed at some time since leaving their institution reported their training as either "very useful" or "somewhat useful" in performing their job. Only 22% indicated it was not useful and these tended to be college age students rather than adult age students.

Students were employed in all types of business and industry, although the "Service" sector accounted for the most (36%). Compared with the overall B.C. workforce, students were over-represented in the Service area and under-represented in the Trade (retail and wholesale) area. In terms of occupational categories, students were over-represented in the Managerial and Clercial occupations and under-represented in Service, Processing, Construction and Primary occupations.

The type of industry and occupational category in which the respondents were employed appeared to generally correspond to the program area in which they had been enrolled. For example, students from Renewable Resources programs were working in the forest industry, in forestry occupations; from Non-Renewable Resource programs, they were employed in the mines, oil and gas industry, in engineering and electrical occupations; and from programs in Legal and Social Services or Medicine and Health, they were employed in the Service sector and in health related occupations. Only 24% of the respondents indicated there was no relationship between their employment and their training. Graduates were much more likely than non-graduates to indicate the two were "definitely related".

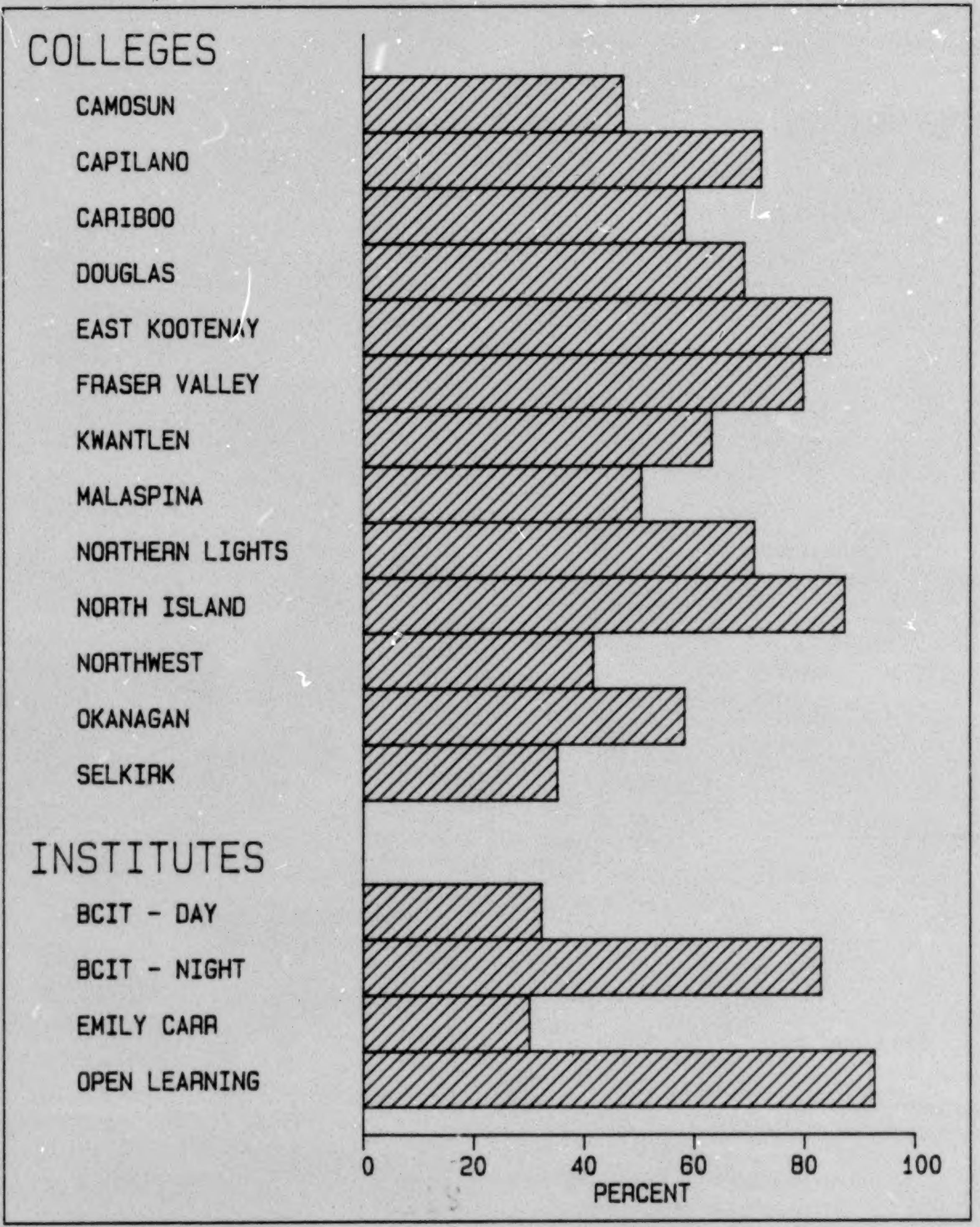
Females rather than males tended to be in clerical, medicine and health related occupations and in the Service industries. In contrast, males tended to be in sales, management, construction and science related occupations. Salaries reported by females were generally lower than those reported by males, as were salaries of college age respondents compared with adult age respondents.

The primary reasons given for why students were in jobs unrelated to their training were "could not find a related job" (37%) and "my training was inadequate" (28%). Difficulty in finding a related job had been rated as the third-most frequent reason by the 1979 cohort, but the 1981 cohort cited this the most frequent reason.

2.6 Mobility

A very consistent pattern emerged concerning the mobility of career/technical students. Three-quarters of the respondents indicated that they would not have moved to another region of the province if their desired program had been unavailable at their local institution or through distance education. For some institutions such as Open Learning, BCIT-Night, North Island, East Kootenay and Fraser Valley, the percentages indicating they would not move were even higher, exceeding 85% (see Figure 5).

FIGURE 5
PERCENT OF STUDENTS WHO WOULD NOT HAVE MOVED TO ANOTHER COMMUNITY IN ORDER TO ENROL IN THEIR CAREER/TECHNICAL PROGRAM

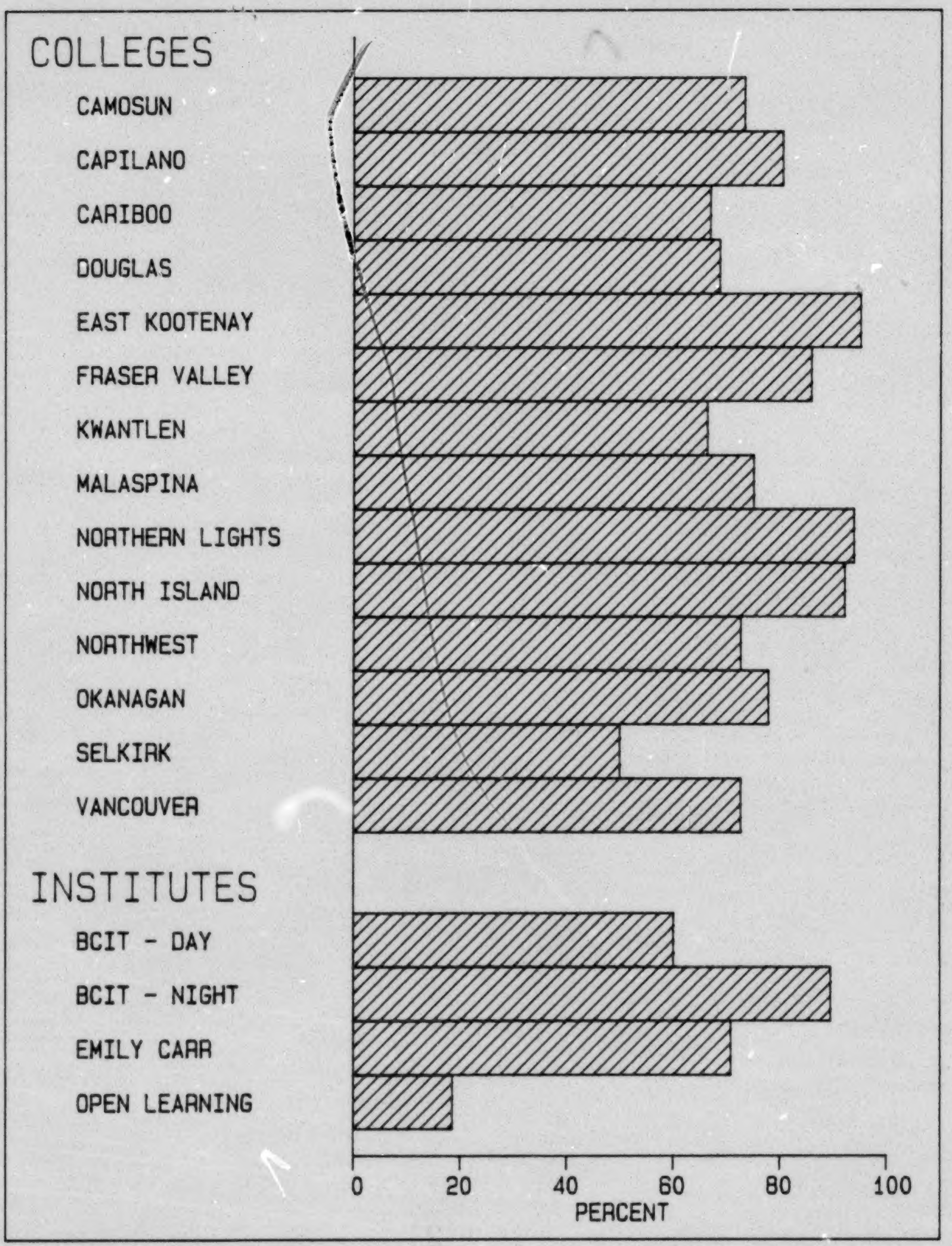


Three quarters of the respondents from community colleges who were employed had taken jobs in their own geographic area (see Figure 6). Selkirk College stood out as the main exception with only half employed within the Selkirk region. The pattern for the provincial institutes was unique for each institution, even though all are located in the Greater Vancouver area. BCIT-Night had 90% of its employed respondents located in the Greater Vancouver area, whereas the corresponding figure for BCIT-Day was only 60%. Emily Carr's pattern appeared similar to that of the community colleges, with approximately three-quarters employed in Greater Vancouver. The Open Learning Institute was completely different, however, having respondents employed throughout the province with the Greater Vancouver area accounting for only 19%.

Two-thirds of those employed were working in the same region which they had cited upon initial entry to their career/technical program as the area of the province in which they hoped to find full-time employment. Similarly, two-thirds of those employed were working in the same region which had been their place of residence prior to enrolling.

Some 42% of the respondents indicated they would not move to another community in order to find employment related to their training. Females were much more likely than males, and adult age respondents were much more likely than college age respondents to indicate they would not move. Approximately 59% of the respondents replied the same way to this question after leaving the institution as they did upon initial entry to their program. The remaining 41% changed their response, with approximately an equal number softening their answers to "yes, but depends where" as the number who took the harder line of "no".

FIGURE 6
PERCENT OF EMPLOYED WORKING IN HOME REGION

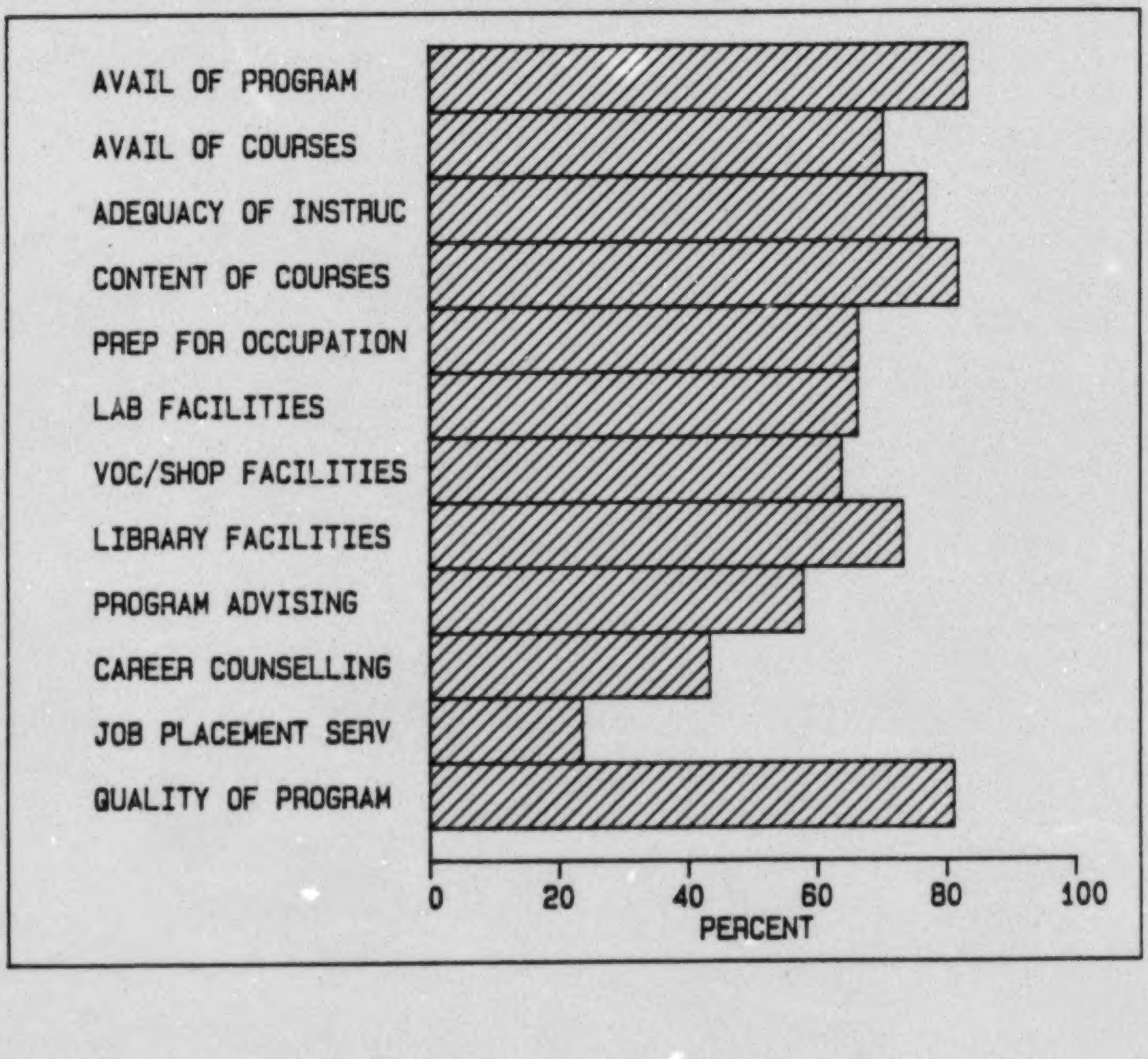


2.7 Student Perceptions

When leaving their institution students have a tendancy to overstate their initial expectations of job opportunities which they held upon entry to their post-secondary studies. This was revealed by a comparison of responses to the Entry Profile Survey with those received from the same students in the Longitudinal Follow-Up Survey. Only 45% of the respondents recorded the same view of the job market situation on these two surveys. Many students indicated in the Follow-Up Survey that they had originally believed that jobs would be plentiful in their own geographical area upon completion of their program. However, most of these same students had, in fact, originally stated in the Entry Profile Survey that they thought jobs would be scarce. Clearly memories of their job market perceptions were more optimistic than the perception which they actually held at the time of initial enrolment.

Concerning an overall assessment of their post-secondary experience, most students reported their satisfaction (see Figure 7). For various aspects such as the availability of programs, subject content, and overall quality of programs, over 80% of the respondents reported satisfaction. However, in areas such as employment placement services, career counselling, and course or program advising the percentages indicating satisfaction were much lower (from 24% to 54%). Adult age students were more likely to express staisfaction with subject content and overall program quality than were college age students. College age students were more likely to be satisfied with the laboratory and shop facilities than adult age respondents.

FIGURE 7
PERCENT OF FORMER STUDENTS EXPRESSING SATISFACTION WITH VARIOUS ASPECTS OF THEIR POST-SECONDARY EXPERIENCE



2.8 Future Educational Plans

Only 3% of the respondents indicated that they did not plan to take any further training and 17% reported that, although they might take the occasional course for general interest, they too were basically finished with their training. The vast majority, however, indicated that they planned to take further education.

It is interesting to note that many of the students' plans changed from the time of their entry to a career/technical program to the time of the follow-up survey. Only 50% of the respondents indicated the same plans for their education. Of those who had originally thought they would be finished their training upon completing the program, many have apparently re-considered and now report plans to continue their education. Of those who had originally planned further education, most have only shifted the degree of emphasis placed on these plans or have changed the field of interest.

From one-quarter to one-half of respondents at most institutions indicated they would return to their previous institution in order to further their education. In the case of Fraser Valley and East Kootenay, the percentage hoping to return exceeds 50%, whereas, in the case of Emily Carr, only 10% indicated a return.

3.0 IMPLICATIONS

3.1 Part-Time Study

While the majority of the students (69%) were part-time, the great variation among the institutions with respect to this statistic suggests a range of commitments to providing opportunities for part-time study. Several colleges (Camosun, Selkirk and Northwest) showed a high proportion of full-time students. Conversely, other colleges displayed a more even distribution. The reasons for such a variation invite investigation. In the institute sector, the proportion of part-time students is much higher. However, Emily Carr appears to provide only limited opportunity for part-time study.

Presumably there are explanations for the disproportionate balance between part-time and full-time students at several institutions. The priority assigned to accommodating part-time students, so often expressed in literature on non university post-secondary education, requires constant review.

3.2 Employment Levels

Regarding the current scarcity of employment opportunities, the quantitative results of the survey complemented the large number of concerns expressed in the "comments" received. Whereas, the 1979 student population showed an overall employment rate (part and full-time) of about 80% in the college sector, the equivalent figure in this study was approximately 68%. Conversely, the rates of involuntary unemployment were 5% (1979) and 13% (1982). Among the institutes the 1981 figures were 76% employed and 11% involuntarily unemployed. The most revealing statistics came from the day program at BCIT, where the employment rate between the 1979 and 1982 student groups dropped from 88% to 68% and the rate of involuntary unemployment rose from 4% to 16%.

The effects of the recession upon employment was evident throughout the province, although there were examples of more limited opportunities in some of the interior colleges. Nor did there appear to be large variation between male and female students. The one exception was a higher rate of part-time employment among women.

It would be improper to ignore the very serious problems which students face in finding jobs after completing training programs to qualify them for a place in the workforce. There were, however, particular programs where employment placement was high by any expectation. Therefore, colleges and institutes should pay particular attention to the employment data on a program by program basis.

Of more significance, perhaps, is the indication that about three-quarters of those who were employed had found jobs related to their training. It would be unwise to conclude that such a relationship is necessarily causal. However, the statistic is encouraging, particularly in the current economic climate.

In terms of salary, there still exists very wide differences between men and women. Comparison with the gap reported in the survey of 1979, students suggests that the gap had narrowed only a limited extent--but it had narrowed. For reasons which are embedded in tradition or practice, the financial advantages held by males in the workforce appear to continue, albeit to a lesser degree than before. A further encouraging observation from this study is the comparable percentages of men and women in particular occupations, such as business management.

3.3 Student Views of Their Education

The consistently high approval of various aspects of the educational experience by respondents suggested that teaching, course content, laboratories, libraries, etc. were being maintained at an acceptable standard. There were, of course, considerable variations among institutions and program areas. Individual colleges and institutes should take note of these.

However, the much lower level of satisfaction with employment-related aspects should give cause for concern. It appears that an assessment of these components of institutional services is warranted. It appears that student expectations regarding career counselling and job placement services are not being met to the same high degree and some thought might be given to implications of the advice which students receive.

While institutions cannot be held responsible for the effects of the economy upon student employment prospects, it is apparent that a continuing effort should be made not to misrepresent the situation. Evidently, perhaps in understandable frustration, students place the blame upon the institutions for the disappointments which greet them in the workplace.

3.4 Student Mobility

The results of this study also reinforced the conclusion reached in previous studies with regard to the ability or desire of students to move from one region to another in pursuit of education and employment. Almost three-quarters of the respondents noted that they would not have relocated to enrol in their particular program. On a related question, the high percentage of students who reported an unwillingness to relocate for a job in their field further reflected their lack of mobility, for whatever the reasons.

In the light of discussion concerning the reallocation of programs on a provincial and/or regional basis, the data from this study warrants consideration. Untested assumptions inherent in planning exercises concerning the behavior of potential students must be carefully assessed. While the data produced in this study may have little bearing upon the planning process itself, the evident reluctance or inability of students to relocate for particular programs must inevitably affect the question of educational access.

3.5 Program Completion

The high percentage of students who fail to complete the courses in which they enrolled would appear to be a cause for concern. However, the explanations for this behavior are generally understandable. Financial problems and family obligations play a major role and factors associated with program difficulties are much less prominent. In particular, mature part-time students are most affected by the two major difficulties. It may well be that certain policy changes affecting the costs of education (eg. equitable tuition fee schedule and improved access to financial aid) would help alleviate the current situation. Part-time students are generally not given equal treatment in these matters and this policy seems to have unfortunate consequences.

3.6 Lifelong Education

Both the comments section and the responses from questions concerning further education plans indicated that students were strongly committed to continuing their education in the future. Several students had already taken courses in three or more institutions and fewer than one in five indicated that their formal education was now complete.

The results seemed to reinforce the conventional view that the "educated" tended to take continuing advantage of further opportunities, both in and out of their own field. A large number of respondents planned to continue at their local institution or in the BCIT evening program. Universities were also popular.

Judging from the frustrations expressed in the comments received and the behavior patterns emerging from the results, much greater efforts are needed to overcome the problems associated with transfer of credit. From the student's view, at least, the current lack of smooth credit transfer arrangements, particularly associated with BCIT, made little sense.

4.0 CONCLUSIONS

Finally, the study revealed a number of important changes in factors associated with career/technical education in the colleges and institutes which had occurred in a two year period. In particular, problems associated with the economy (eg. levels of employment, frustration with lack of job opportunities, and financial difficulties associated with taking education programs) have become major issues for students. Clearly it is a time of uncertainty for the colleges and institutes as even the most sophisticated manpower projections prove to be volatile.

It seems to be more critical than ever that individual institutions carefully analyze data specific to the programs they offer and to the responses of students enrolled in these programs. Priority decisions with respect to program reduction or elimination are difficult to make in any circumstances. However, the kind of data made available through this study offers at least some basis for judgment.

It is likely that new programs will need to be developed and others retrenched. Furthermore, adjustments in the area of scheduling and organizational policy are necessary to meet the changing needs of a changing student population. Governments demand increased accountability during financially difficult periods and the onus will be upon the institutions to make the case for expansion or continuation of services. In this context it is importat that the institutions have access to essential data and the capacity to process it.

Despite the financial and personnel costs involved, follow-up studies such as this will be vital ingredients in the planning decisions of the future.

APPENDIX A

DETAILED FOLLOW-UP SURVEY RESULTS

1. Information Sheet Responses by Type of Institution
2. Career/Technical Programs by Discipline Cluster.
3. Selected Verbatim Comments from Students.

APPENDIX A.1

INFORMATION SHEET RESPONSES BY TYPE OF INSTITUTON

SPECIAL NOTES FOR
TABULATIONS BY INSTITUTION

Question 2:	Response Option 10 - The follow-up questionnaire used for VCC students had an additional response option "preparation for advanced education".
Question 5:	Response Option 6 - The follow-up questionnaire used for VCC students allowed for only "yes" or "no" type responses.
Question 13:	Response Option 10 - If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the current activity was "student-implied".
Question 17:	Response Options 13 and 14 - The follow-up questionnaire used for VCC students had a different coding structure which prevented the distinction between Victoria and Vancouver Island and between Greater Vancouver and the Lower Mainland.
Question 19:	Response Option 4 - If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the job and training were "related- implied".
Questions 10, 20 and 27:	Students were allowed to check off more than one response to these questions. Therefore the frequency percentages reported in the first portion of the printout represent % responses rather than % respondents. However, the actual number of individuals responding to these questions is shown in the second protion of the printout (Questions 10R, 20R and 27R). Using these values, frequencies can be recalculated by the reader to provide % respondents.

```
* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q1        ENROLMENT STATUS                                    BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
          COUNT   I
          COL PCT ICOLLEGES INSTITUT   ROW
                  I         ES         TOTAL
                  I      1  I     2  I
Q1        --------I---------I--------I
                0 I    114  I    37  I    151
                  I    7.9  I   1.1  I    3.0
                 -I---------I--------I
                1 I    704  I   785  I   1489
  FULL-TIME       I   49.0  I  22.3  I   30.1
                 -I---------I--------I
                2 I    619  I  2696  I   3315
  PART-TIME       I   43.1  I  76.6  I   66.9
                 -I---------I--------I
          COLUMN      1437     3518      4955
           TOTAL      29.0     71.0     100.0

RAW CHI SQUARE =   570.28076 WITH     2 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.33925
```

```
* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q2        MAIN OBJECTIVE                                      BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
          COUNT   I
          COL PCT ICOLLEGES INSTITUT   ROW
                  I         ES         TOTAL
                  I      1  I     2  I
Q2        --------I---------I--------I
                0 I     96  I   205  I    300
                  I    6.7  I   5.8  I    6.1
                 -I---------I--------I
                1 I    458  I   878  I   1336
  LEARN JOB SKILLS I   31.9  I  25.0  I   27.0
                 -I---------I--------I
                2 I    171  I   411  I    582
  COMPLETE CERTIF I   11.9  I  11.7  I   11.7
                 -I---------I--------I
                3 I    266  I  1032  I   1298
  IMPROVE SKILLS  I   18.5  I  29.3  I   26.2
                 -I---------I--------I
                4 I    149  I   394  I    544
  DECIDE ON CAREER I   10.4  I  11.2  I   11.0
                 -I---------I--------I
                5 I      6  I    48  I     54
  STUDY TIL JOB AV I    0.4  I   1.4  I    1.1
                 -I---------I--------I
                6 I    186  I   406  I    592
  PERSONL INTEREST I   12.9  I  11.5  I   12.0
                 -I---------I--------I
                7 I     26  I    40  I     66
  TRANSF TO INST  I    1.8  I   1.1  I    1.3
                 -I---------I--------I
                8 I     39  I    37  I     76
  TRANSF TO UNIV  I    2.7  I   1.0  I    1.5
                 -I---------I--------I
                9 I     31  I    68  I     99
  COMPLETE TRAININ I    2.1  I   1.9  I    2.0
                 -I---------I--------I
               10 I      9  I     0  I      9
  PREP FOR ADV ED I    0.6  I   0.0  I    0.2
                 -I---------I--------I
          COLUMN      1437     3518      4955
           TOTAL      29.0     71.0     100.0

   1 OUT OF     22 (  4.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0
MINIMUM EXPECTED CELL FREQUENCY =  2.523
RAW CHI SQUARE =   118.78127 WITH    10 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.15483
```

Note: Q2 Response Option 10 -
The follow-up questionnaire used for VCC students had an additional response option "preparation for advanced education".

```
* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
    Q3        EDUCATIONAL GOAL                                   BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                         COLINT
               COUNT   I
              COL PCT  ICOLLEGES INSTITUT    ROW
                       I         ES          TOTAL
                       I      1  I     2  I
Q3             --------I---------I--------I
                    0  I    122  I     31  I    153
                       I    8.5  I    0.9  I    3.1
                      -I---------I--------I
                    1  I    248  I    754  I   1003
    TAKE 1-2 COURSES   I   17.3  I   21.4  I   20.2
                      -I---------I--------I
                    2  I    131  I    357  I    488
    PREPARE FOR C-T    I    9.1  I   10.2  I    9.8
                      -I---------I--------I
                    3  I    286  I   1583  I   1869
    COMPLETE P-T       I   19.9  I   45.0  I   37.7
                      -I---------I--------I
                    4  I    630  I    723  I   1353
    COMPLETE F-T       I   43.8  I   20.6  I   27.3
                      -I---------I--------I
                    5  I     20  I     69  I     89
    WORK-STUDY PROGR   I    1.4  I    2.0  I    1.8
                      -I---------I--------I
               COLUMN     1437      3518       4955
                TOTAL     29.0      71.0      100.0

RAW CHI SQUARE =   573.80872 WITH     5 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.34030
```

```
* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
    Q4        MET YOUR EDUCATIONAL GOAL?                         BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                         COLINT
               COUNT   I
              COL PCT  ICOLLEGES INSTITUT    ROW
                       I         ES          TOTAL
                       I      1  I     2  I
Q4             --------I---------I--------I
                    0  I    122  I     52  I    174
                       I    8.5  I    1.5  I    3.5
                      -I---------I--------I
                    1  I    582  I   1124  I   1706
    YES                I   40.5  I   32.0  I   34.4
                      -I---------I--------I
                    2  I    126  I    362  I    488
    NO                 I    8.7  I   10.3  I    9.8
                      -I---------I--------I
                    3  I    484  I   1615  I   2099
    NO,BUT STILL HOP   I   33.7  I   45.9  I   42.4
                      -I---------I--------I
                    4  I    124  I    364  I    488
    CHANGED OBJECTIV   I    8.6  I   10.3  I    9.8
                      -I---------I--------I
               COLUMN     1437      3518       4955
                TOTAL     29.0      71.0      100.0

RAW CHI SQUARE =   206.83061 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.20431
```

```
* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   Q5        RELATED WORK EXPERIENCE PRIOR TO ENROLLI     BY  COLINT     COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                  COLINT
         COUNT   I
         COL PCT ICOLLEGES INSTITUT   ROW
                 I         ES        TOTAL
                 I     1  I     2  I
Q5       --------I--------I--------I
              0  I    30  I     6  I    36
                 I   2.1  I   0.2  I   0.7
                -I--------I--------I
              1  I   675  I  1348  I  2023
  NONE           I  47.0  I  38.3  I  40.8
                -I--------I--------I
              2  I   211  I   440  I   650
  < 1 YR         I  14.6  I  12.5  I  13.1
                -I--------I--------I
              3  I   189  I   600  I   789
  1-2 YRS        I  13.2  I  17.1  I  15.9
                -I--------I--------I
              4  I   173  I   628  I   801
  3-6 YRS        I  12.0  I  17.9  I  16.2
                -I--------I--------I
              5  I   144  I   496  I   640
  >= 7 YRS       I  10.0  I  14.1  I  12.9
                -I--------I--------I
              6  I    16  I     0  I    16
  YES            I   1.1  I   0.0  I   0.3
                -I--------I--------I
         COLUMN     1437      3518      4955
          TOTAL     29.0      71.0     100.0

    1 OUT OF     14 (  7.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  4.541
RAW CHI SQUARE =   156.98765 WITH     6 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.17800
```

```
* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   Q6        EMPLOYED WHILE ENROLLED?                       BY  COLINT     COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                  COLINT
         COUNT   I
         COL PCT ICOLLEGES INSTITUT   ROW
                 I         ES        TOTAL
                 I     1  I     2  I
Q6       --------I--------I--------I
              0  I   106  I    16  I   123
                 I   7.4  I   0.5  I   2.5
                -I--------I--------I
              1  I   464  I   637  I  1101
  NO             I  32.3  I  18.1  I  22.2
                -I--------I--------I
              2  I   280  I   335  I   615
  <15 HRS PER WK I  19.5  I   9.5  I  12.4
                -I--------I--------I
              3  I   173  I   185  I   358
  15-29 HRS PER WK I  12.0  I   5.3  I   7.2
                -I--------I--------I
              4  I   414  I  2345  I  2758
  >=30 HRS PER WK I  28.8  I  66.6  I  55.7
                -I--------I--------I
         COLUMN     1437      3518      4955
          TOTAL     29.0      71.0     100.0

RAW CHI SQUARE =   699.71187 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.37578
```

Note: Q5 Response Option 6 -
The follow-up questionnaire used for VCC students allowed for only "yes" and "no" type responses.

```
* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   Q7        WAS JOB RELATED?                                    BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                       COLINT
              COUNT  I
            COL PCT  ICOLLEGES INSTITUT   ROW
                     I         ES         TOTAL
                     I      1  I     2  I
Q7          ---------I---------I--------I
                  0  I   104   I     8  I    112
                     I   7.2   I   0.2  I    2.3
                    -I---------I--------I
                  1  I   404   I   480  I    892
  NOT APPLICABLE     I  28.1   I  13.9  I   18.0
                    -I---------I--------I
                  2  I   361   I  1125  I   1485
  DEF RELATED        I  25.1   I  32.0  I   30.0
                    -I---------I--------I
                  3  I   263   I  1122  I   1385
  RELATED            I  18.3   I  31.9  I   28.0
                    -I---------I--------I
                  4  I   306   I   775  I   1081
  NOT RELATED        I  21.3   I  22.0  I   21.8
                    -I---------I--------I
             COLUMN     1437      3518      4955
              TOTAL     29.0      71.0     100.0

RAW CHI SQUARE =    422.59546 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.29204
```

```
* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   Q7        WAS JOB RELATED?                                    BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                       COLINT
              COUNT  I
            COL PCT  ICOLLEGES INSTITUT   ROW
                     I         ES         TOTAL
                     I      1  I     2  I
Q7          ---------I---------I--------I
                  2  I   361   I  1125  I   1485
  DEF RELATED        I  38.8   I  37.2  I   37.6
                    -I---------I--------I
                  3  I   263   I  1122  I   1385
  RELATED            I  28.3   I  37.1  I   35.1
                    -I---------I--------I
                  4  I   306   I   775  I   1081
  NOT RELATED        I  32.9   I  25.6  I   27.3
                    -I---------I--------I
             COLUMN      929      3022      3951
              TOTAL     23.5      76.5     100.0

RAW CHI SQUARE =     29.99185 WITH     2 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.08713
```

Note: Percentages in the upper portion of the table are based on the total N. Percentages in the lower portion of the table are based on the total N less those responding to option No. 1.

```
* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q8        WOULD YOU HAVE MOVED TO ENROL?                      BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
            COUNT   I
            COL PCT ICOLLEGES INSTITUT   ROW
                    I         ES         TOTAL
                    I      1  I      2  I
Q8          --------I---------I---------I
                  0 I   108   I     8   I    116
                    I   7.5   I   0.2   I    2.3
                   -I---------I---------I
                  1 I   128   I   186   I    314
  NOT APPLICABLE    I   8.9   I   5.3   I    6.3
                   -I---------I---------I
                  2 I   132   I   184   I    317
  YES               I   9.2   I   5.2   I    6.4
                   -I---------I---------I
                  3 I   214   I   417   I    631
  YES,DEPENDS WHER  I  14.9   I  11.9   I   12.7
                   -I---------I---------I
                  4 I   854   I  2723   I   3577
  NO                I  59.4   I  77.4   I   72.2
                   -I---------I---------I
            COLUMN     1437      3518       4955
             TOTAL     29.0      71.0      100.0

RAW CHI SQUARE =   331.38187 WITH    4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.25861
```

```
* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q8        WOULD YOU HAVE MOVED TO ENROL?                      BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
            COUNT   I
            COL PCT ICOLLEGES INSTITUT   ROW
                    I         ES         TOTAL
                    I      1  I      2  I
Q8          --------I---------I---------I
                  2 I   132   I   184   I    317
  YES               I  11.0   I   5.5   I    7.0
                   -I---------I---------I
                  3 I   214   I   417   I    631
  YES,DEPENDS WHER  I  17.8   I  12.5   I   13.9
                   -I---------I---------I
                  4 I   854   I  2723   I   3577
  NO                I  71.2   I  81.9   I   79.1
                   -I---------I---------I
            COLUMN     1200      3324       4524
             TOTAL     26.5      73.5      100.0

RAW CHI SQUARE =    68.27483 WITH    2 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.12284
```

Note: Percentages in the upper portion of the table are based on the total N. Percentages in the lower portion of the table are based on the total N less those responding to option No. 1.

```
* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q9        POST-SEC GRADUATION STATUS                          BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
            COUNT   I
            COL PCT ICOLLEGES INSTITUT   ROW
                    I         ES         TOTAL
                    I      1  I      2  I
Q9          --------I---------I---------I
                  0 I   127   I    34   I    161
                    I   8.8   I   1.0   I    3.2
                   -I---------I---------I
                  1 I   497   I   942   I   1439
  GOT DIPLOMA       I  34.6   I  26.8   I   29.0
                   -I---------I---------I
                  2 I    36   I    88   I    124
  NOT APPLIED GRAD  I   2.5   I   2.5   I    2.5
                   -I---------I---------I
                  3 I   129   I   305   I    434
  COMPLETED COURSE  I   9.0   I   8.7   I    8.7
                   -I---------I---------I
                  4 I   648   I  2149   I   2797
  NOT COMPLETED     I  45.1   I  61.1   I   56.5
                   -I---------I---------I
            COLUMN     1437      3518       4955
             TOTAL     29.0      71.0      100.0

RAW CHI SQUARE =   263.83960 WITH    4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.23075
```

```
* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   QTEN      MAJOR REASONS FOR NOT COMPLETING                     BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
            COUNT  I
          COL PCT  ICOLLEGES INSTITUT    ROW
                   I         ES          TOTAL
                   I      1  I      2  I
QTEN          -----I---------I---------I
                1  I    556  I   1054  I   1610
  NOT APPLICABLE   I   34.2  I   24.8  I   27.4
                  -I---------I---------I
                2  I    108  I    289  I    397
  MET OBJECTIVES   I    6.6  I    6.8  I    6.8
                  -I---------I---------I
                3  I     85  I    126  I    211
  FOUND JOB        I    5.2  I    3.0  I    3.6
                  -I---------I---------I
                4  I    148  I    515  I    662
  NO MONEY         I    9.1  I   12.1  I   11.3
                  -I---------I---------I
                5  I    178  I    530  I    708
  FAMILY OBLIGATIO I   11.0  I   12.5  I   12.1
                  -I---------I---------I
                6  I     42  I    166  I    208
  FEW JOBS         I    2.6  I    3.9  I    3.5
                  -I---------I---------I
                7  I     39  I    145  I    184
  TOO DIFFICULT    I    2.4  I    3.4  I    3.1
                  -I---------I---------I
                8  I    121  I    444  I    565
  HEAVY WORKLOAD   I    7.4  I   10.5  I    9.6
                  -I---------I---------I
                9  I     32  I    111  I    143
  COURSES TOO EASY I    2.0  I    2.6  I    2.4
                  -I---------I---------I
               10  I    106  I    238  I    343
  UNHAPPY WTH PROG I    6.5  I    5.6  I    5.8
                  -I---------I---------I
               11  I     87  I    408  I    494
  CHANGED GOALS    I    5.3  I    9.6  I    8.4
                  -I---------I---------I
               12  I     59  I     86  I    145
  DIFFERENT PROGRA I    3.6  I    2.0  I    2.5
                  -I---------I---------I
               13  I     67  I    132  I    199
  UNHAPPY WTH INST I    4.1  I    3.1  I    3.4
                  -I---------I---------I
           COLUMN      1627      4244      5870
            TOTAL      27.7      72.3     100.0

RAW CHI SQUARE =   131.65822 WITH    12 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.14976

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   Q10R      QUESTION 10 RECODED                                  BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
            COUNT  I
          COL PCT  ICOLLEGES INSTITUT    ROW
                   I         ES          TOTAL
                   I      1  I      2  I
Q10R       --------I---------I---------I
                1  I    556  I   1054  I   1610
  RESPONDED #1     I   38.7  I   30.0  I   32.5
                  -I---------I---------I
                2  I    199  I    351  I    550
  NO RESPONSE      I   13.8  I   10.0  I   11.1
                  -I---------I---------I
                3  I    682  I   2113  I   2795
  OTHER THAN #1    I   47.5  I   60.1  I   56.4
                  -I---------I---------I
           COLUMN      1437      3518      4955
            TOTAL      29.0      71.0     100.0

RAW CHI SQUARE =    66.53477 WITH     2 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.11588
```

Note: Since multiple responses to this question were acceptable, percentages in the upper portion of the table reflect % responses rather than % respondents. The lower portion of the table provides the actual number of individuals responding to the question (option 3 "other than #1").

```
* * * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
    Q11       SEEK JOB RELATED TO TRAINING?                        BY  COLINT     COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
           COUNT   I
           COL PCT ICOLLEGES INSTITUT    ROW
                   I          ES         TOTAL
                   I      1  I     2  I
Q11        --------I---------I--------I
                 0 I     14  I     41  I     55
                   I    1.0  I    1.2  I    1.1
                  -I---------I--------I
                 1 I    100  I    302  I    402
  STILL IN SCHOOL  I    7.0  I    8.6  I    8.1
                  -I---------I--------I
                 2 I    307  I   1429  I   1736
  ALREADY EMPLOYED I   21.4  I   40.6  I   35.0
                  -I---------I--------I
                 3 I    748  I   1184  I   1933
  YES              I   52.1  I   33.7  I   39.0
                  -I---------I--------I
                 4 I    268  I    562  I    829
  NO               I   18.6  I   16.0  I   16.7
                  -I---------I--------I
            COLUMN      1437      3518       4955
             TOTAL      29.0      71.0      100.0

RAW CHI SQUARE =    204.23521 WITH      4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.20302
```

```
* * * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
    Q11       SEEK JOB RELATED TO TRAINING?                        BY  COLINT     COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
           COUNT   I
           COL PCT ICOLLEGES INSTITUT    ROW
                   I          ES         TOTAL
                   I      1  I     2  I
Q11        --------I---------I--------I
                 3 I    748  I   1184  I   1933
  YES              I   73.6  I   67.8  I   70.0
                  -I---------I--------I
                 4 I    268  I    362  I    829
  NO               I   26.4  I   32.2  I   30.0
                  -I---------I--------I
            COLUMN      1016      1746       2762
             TOTAL      36.8      63.2      100.0

CORRECTED CHI SQUARE =     10.03492 WITH 1 DEGREE OF FREEDOM.  SIGNIFICANCE =  0.0015
      RAW CHI SQUARE =     10.30947 WITH 1 DEGREE OF FREEDOM.  SIGNIFICANCE =  0.0013
PHI =    0.06110
```

Note: Percentages in the upper portion of the table are based on the total N. Percentages in the lower portion of the table are based on the total N less those responding to options Nos. 1 and 2.

```
* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * *
   Q12A      ATTENDING WHICH INSTITUTION                          BY  COLINT     COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
             COUNT  I
           COL PCT  ICOLLEGES  INSTITUT   ROW
                    I          ES         TOTAL
                    I     1  I     2  I
Q12A        --------I--------I--------I
                0   I  1147  I  2692  I   3839
                    I  79.8  I  76.5  I   77.5
                   -I--------I--------I
                1   I    18  I     9  I     27
  CAMOSUN           I   1.2  I   0.3  I    0.5
                   -I--------I--------I
                2   I    18  I    12  I     30
  CAPILANO          I   1.3  I   0.3  I    0.6
                   -I--------I--------I
                3   I    15  I     4  I     20
  CARIBOO           I   1.1  I   0.1  I    0.4
                   -I--------I--------I
                4   I    27  I    19  I     45
  DOUGLAS           I   1.9  I   0.5  I    0.9
                   -I--------I--------I
                5   I     7  I     2  I      9
  EAST KOOTENAY     I   0.5  I   0.0  I    0.2
                   -I--------I--------I
                6   I     7  I     1  I      8
  FRASER VALLEY     I   0.5  I   0.0  I    0.2
                   -I--------I--------I
                7   I     6  I     8  I     14
  KWANTLEN          I   0.4  I   0.2  I    0.3
                   -I--------I--------I
                8   I    11  I     2  I     13
  MALASPINA         I   0.8  I   0.0  I    0.3
                   -I--------I--------I
                9   I     2  I     3  I      5
  NEW CALEDONIA     I   0.1  I   0.1  I    0.1
                   -I--------I--------I
               10   I     7  I     0  I      7
  NORTHERN LIGHTS   I   0.5  I   0.0  I    0.1
                   -I--------I--------I
               11   I    12  I     1  I     13
  NORTH ISLAND      I   0.8  I   0.0  I    0.3
                   -I--------I--------I
               12   I     1  I     0  I      1
  NORTHWEST         I   0.0  I   0.0  I    0.0
                   -I--------I--------I
               13   I    13  I     0  I     14
  OKANAGAN          I   0.9  I   0.0  I    0.3
                   -I--------I--------I
               14   I     4  I     1  I      4
  SELKIRK           I   0.2  I   0.0  I    0.1
                   -I--------I--------I
               15   I    14  I    77  I     92
  VANCOUVER         I   1.0  I   2.2  I    1.9
                   -I--------I--------I

                    I
                    ICOLLEGES  INSTITUT   ROW
                    I          ES         TOTAL
                    I     1  I     2  I
                    I--------I--------I
               20   I     0  I     1  I      1
BCIT-DAY            I   0.0  I   0.0  I    0.0
                   -I--------I--------I
               21   I    28  I   373  I    402
BCIT-NIGHT          I   2.0  I  10.6  I    8.1
                   -I--------I--------I
               22   I     2  I     4  I      5
EMILY CARR          I   0.1  I   0.1  I    0.1
                   -I--------I--------I
               25   I     5  I    28  I     33
OPEN LEARNING       I   0.3  I   0.8  I    0.7
                   -I--------I--------I
               26   I     5  I    12  I     16
PVI                 I   0.3  I   0.3  I    0.3
                   -I--------I--------I
               31   I    12  I    60  I     71
SIMON FRASER        I   0.8  I   1.7  I    1.4
                   -I--------I--------I
               32   I    18  I    96  I    114
U.B.C.              I   1.2  I   2.7  I    2.3
                   -I--------I--------I
               33   I     8  I     6  I     13
U. VICTORIA         I   0.5  I   0.2  I    0.3
                   -I--------I--------I
               44   I     1  I     0  I      1
TRINITY WESTERN     I   0.0  I   0.0  I    0.0
                   -I--------I--------I
               46   I     2  I     0  I      2
DAVID THOMPSON      I   0.1  I   0.0  I    0.0
                   -I--------I--------I
               47   I    36  I    79  I    115
OTHER BC INST       I   2.5  I   2.2  I    2.3
                   -I--------I--------I
               51   I     6  I     7  I     13
ALBERTA             I   0.4  I   0.2  I    0.3
                   -I--------I--------I
               52   I     5  I    17  I     22
OTHER PROVINCE      I   0.3  I   0.5  I    0.4
                   -I--------I--------I
               53   I     1  I     4  I      4
WASHINGTON          I   0.0  I   0.1  I    0.1
                   -I--------I--------I
               54   I     1  I     1  I      3
OTHER U.S. STATE    I   0.1  I   0.0  I    0.1
                   -I--------I--------I
               55   I     1  I     0  I      1
OUTSIDE CAN & US    I   0.0  I   0.0  I    0.0
                   -I--------I--------I
            COLUMN     1437     3518      4955
             TOTAL     29.0     71.0     100.0

   31 OUT OF     64 ( 48.4%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.148
RAW CHI SQUARE =    340.21844 WITH    31 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.26203
```

```
* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q12B      ATTENDING IN WHICH PROGRAM                          BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
           COUNT   I
           COL PCT ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I     1  I     2  I
Q12B       --------I--------I--------I
               0   I  1148  I  2741  I  3889
                   I  79.9  I  77.9  I  78.5
                  -I--------I--------I
              11   I     3  I     4  I     6
  AGRICULTURE      I   0.2  I   0.1  I   0.1
                  -I--------I--------I
              12   I     4  I     8  I    12
  RENEWABLE RESOUR I   0.3  I   0.2  I   0.2
                  -I--------I--------I
              14   I     0  I     5  I     5
  MARINE           I   0.0  I   0.1  I   0.1
                  -I--------I--------I
              15   I     1  I     4  I     5
  LAND&AIR TRANSPO I   0.1  I   0.1  I   0.1
                  -I--------I--------I
              21   I     7  I     9  I    16
  ENGINEERING      I   0.5  I   0.3  I   0.3
                  -I--------I--------I
              22   I     8  I    53  I    61
  ELECTRICAL-ELECT I   0.6  I   1.5  I   1.2
                  -I--------I--------I
              23   I     2  I    22  I    24
  MECHANICS        I   0.1  I   0.6  I   0.5
                  -I--------I--------I
              24   I     1  I     0  I     1
  METAL TRADES     I   0.0  I   0.0  I   0.0
                  -I--------I--------I
              25   I     3  I    15  I    18
  CONSTRUCTION     I   0.2  I   0.4  I   0.4
                  -I--------I--------I
              31   I   103  I   344  I   447
  MANAGERIAL       I   7.2  I   9.8  I   9.0
                  -I--------I--------I
              32   I     9  I    11  I    20
  BUSINESS TRAININ I   0.6  I   0.3  I   0.4
                  -I--------I--------I
              33   I     4  I     7  I    11
  COMMUNICATION    I   0.3  I   0.2  I   0.2
                  -I--------I--------I
              34   I     4  I    31  I    35
  PERSONAL SERVICE I   0.3  I   0.9  I   0.7
                  -I--------I--------I
              41   I    22  I    25  I    46
  LEGAL&SOCIAL SER I   1.5  I   0.7  I   0.9
                  -I--------I--------I
              42   I     9  I    22  I    31
  NURSING          I   0.6  I   0.6  I   0.6
                  -I--------I--------I
              43   I    16  I    40  I    56
  HEALTH           I   1.1  I   1.1  I   1.1
                  -I--------I--------I
              44   I    20  I    17  I    38
  EDUCATION        I   1.4  I   0.5  I   0.8
                  -I--------I--------I
              51   I    26  I    24  I    50
  FINE ARTS        I   1.8  I   0.7  I   1.0
                  -I--------I--------I
              52   I     2  I     5  I     7
  HUMANITIES       I   0.2  I   0.1  I   0.1
                  -I--------I--------I
              53   I    26  I    49  I    75
  SOCIAL SCIENCES  I   1.8  I   1.4  I   1.5
                  -I--------I--------I
              54   I     7  I    20  I    27
  MATHEMATICS      I   0.5  I   0.6  I   0.5
                  -I--------I--------I
              55   I     6  I    25  I    30
  SCIENCES         I   0.4  I   0.7  I   0.6
                  -I--------I--------I
              56   I     3  I    25  I    28
  ENGLISH          I   0.2  I   0.7  I   0.6
                  -I--------I--------I
              61   I     3  I     9  I    12
  BASIC ED & DEV   I   0.2  I   0.2  I   0.2
                  -I--------I--------I
              62   I     0  I     2  I     2
  PERSONAL INTERES I   0.0  I   0.0  I   0.0
                  -I--------I--------I
            COLUMN    1437     3518     4955
             TOTAL    29.0     71.0    100.0

   15 OUT OF     52 ( 28.8%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0
MINIMUM EXPECTED CELL FREQUENCY =  0.283
RAW CHI SQUARE =    73.54757 WITH    25 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.12183
```

```
* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q13       WHAT ARE YOU DOING NOW?                                BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                       COLINT
            COUNT    I
            COL PCT  ICOLLEGES INSTITUT   ROW
                     I         ES         TOTAL
                     I       1 I       2 I
Q13         --------I--------I--------I
                   0 I    72  I    134  I    206
                     I   5.0  I    3.8  I    4.2
                    -I--------I--------I
                   1 I   682  I   2136  I   2818
   EMPLOYED F-T      I  47.4  I   60.7  I   56.9
                    -I--------I--------I
                   2 I   184  I    192  I    377
   EMPLOYED P-T      I  12.8  I    5.5  I    7.6
                    -I--------I--------I
                   3 I   108  I    347  I    455
   EMPLOYED&SCHOOL   I   7.5  I    9.9  I    9.2
                    -I--------I--------I
                   4 I    35  I     82  I    117
   LAID OFF          I   2.4  I    2.3  I    2.4
                    -I--------I--------I
                   5 I   159  I    293  I    452
   SEEKING JOB       I  11.0  I    8.3  I    9.1
                    -I--------I--------I
                   6 I    28  I     51  I     79
   NOT SEEKING JOB   I   1.9  I    1.5  I    1.6
                    -I--------I--------I
                   7 I    71  I    131  I    202
   STUDENT F-T       I   4.9  I    3.7  I    4.1
                    -I--------I--------I
                   8 I    19  I     34  I     53
   STUDENT P-T       I   1.3  I    1.0  I    1.1
                    -I--------I--------I
                   9 I    76  I    113  I    189
   HOUSEHOLD DUTIES  I   5.3  I    3.2  I    3.8
                    -I--------I--------I
                  10 I     3  I      5  I      8
   STUDENT -IMPLIED  I   0.2  I    0.1  I    0.2
                    -I--------I--------I
              COLUMN     1437      3518      4955
               TOTAL     29.0      71.0     100.0

   1 OUT OF     22 (  4.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  2.444
RAW CHI SQUARE =    141.62363 WITH    10 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000

CRAMER'S V =  0.16906
```

Note: Q13 Response Option 10 -
If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the current activity was "student-implied".

```
* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q14       EMPLOYMENT SINCE LEAVING INST                            BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
             COUNT  I
            COL PCT ICOLLEGES INSTITUT   ROW
                    I          ES        TOTAL
                    I     1  I     2  I
Q14         --------I--------I--------I
                  0 I  1063  I  2791  I   3854
                    I  74.0  I  79.3  I   77.2
                   -I--------I--------I
                  1 I    51  I   105  I    157
  NOT APPLICABLE    I   3.6  I   3.0  I    3.2
                   -I--------I--------I
                  2 I   130  I   301  I    431
  YES, F-T          I   9.1  I   8.5  I    8.7
                   -I--------I--------I
                  3 I    33  I    38  I     70
  P-T 15-29 HRS     I   2.3  I   1.1  I    1.4
                   -I--------I--------I
                  4 I    31  I    83  I    114
  P-T <15 HRS       I   2.1  I   2.4  I    2.3
                   -I--------I--------I
                  5 I   129  I   199  I    329
  NO                I   9.0  I   5.7  I    6.6
                   -I--------I--------I
             COLUMN    1437     3518      4995
              TOTAL    28.0     71.0     100.0

RAW CHI SQUARE =    33.12527 WITH     5 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.08176
```

```
* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q14       EMPLOYMENT SINCE LEAVING INST                            BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
             COUNT  I
            COL PCT ICOLLEGES INSTITUT   ROW
                    I          ES        TOTAL
                    I     1  I     2  I
Q14         --------I--------I--------I
                  2 I   130  I   301  I    431
  YES, F-T          I  40.3  I  48.4  I   45.6
                   -I--------I--------I
                  3 I    33  I    38  I     70
  P-T 15-29 HRS     I  10.1  I   6.1  I    7.5
                   -I--------I--------I
                  4 I    31  I    83  I    114
  P-T <15 HRS       I   9.6  I  13.4  I   12.1
                   -I--------I--------I
                  5 I   129  I   199  I    329
  NO                I  40.1  I  32.1  I   34.8
                   -I--------I--------I
             COLUMN     323      621       944
              TOTAL    34.2     65.8     100.0

RAW CHI SQUARE =    14.46746 WITH     3 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0023
CRAMER'S V =  0.12379
```

Note: Percentages in the upper portion of the table are based on the total N. Percentages in the lower portion of the table are based on the total N less those responding to option No. 1.

```
* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q15       MAIN REASON NOT EMPLOYED                               BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                   COLINT
           COUNT  I
         COL PCT  ICOLLEGES INSTITUT   ROW
                  I         ES         TOTAL
                  I      1  I      2  I
Q15       --------I---------I---------I
               0  I   1088  I   2850  I   3938
                  I   75.7  I   81.0  I   79.5
                 -I---------I---------I
               1  I     18  I     49  I     67
  HAVEN'T LOOKED  I    1.3  I    1.4  I    1.4
                 -I---------I---------I
               2  I      4  I     17  I     21
  SALARY TOO LOW  I    0.3  I    0.5  I    0.4
                 -I---------I---------I
               3  I     75  I    192  I    267
  LAID OFF        I    5.2  I    5.5  I    5.4
                 -I---------I---------I
               4  I     69  I     99  I    168
  NO RELATED JOBS I    4.8  I    2.8  I    3.4
                 -I---------I---------I
               5  I     31  I     52  I     83
  NO OPENINGS     I    2.2  I    1.5  I    1.7
                 -I---------I---------I
               6  I     28  I     56  I     85
  NOT QUALIFIED   I    2.0  I    1.6  I    1.7
                 -I---------I---------I
               7  I      1  I      4  I      6
  NO LICENSE,CERTI I   0.1  I    0.1  I    0.1
                 -I---------I---------I
               8  I     48  I     92  I    140
  STILL IN SCHOOL I    3.3  I    2.6  I    2.8
                 -I---------I---------I
               9  I     74  I    105  I    180
  HOUSEHOLD DUTIES I   5.2  I    3.0  I    3.6
                 -I---------I---------I
          COLUMN      1437      3518      4955
           TOTAL      29.0      71.0     100.0

    2 OUT OF     20 ( 10.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0
MINIMUM EXPECTED CELL FREQUENCY =  1.701
RAW CHI SQUARE =     35.54974 WITH     9 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.08470
```

```
* * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q15       MAIN REASON NOT EMPLOYED                               BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                   COLINT
           COUNT  I
         COL PCT  ICOLLEGES INSTITUT   ROW
                  I         ES         TOTAL
                  I      1  I      2  I
Q15       --------I---------I---------I
               1  I     18  I     49  I     67
  HAVEN'T LOOKED  I    5.2  I    7.3  I    6.6
                 -I---------I---------I
               2  I      4  I     17  I     21
  SALARY TOO LOW  I    1.1  I    2.6  I    2.1
                 -I---------I---------I
               3  I     75  I    192  I    267
  LAID OFF        I   21.4  I   28.8  I   26.3
                 -I---------I---------I
               4  I     69  I     99  I    168
  NO RELATED JOBS I   19.7  I   14.9  I   16.5
                 -I---------I---------I
               5  I     31  I     52  I     83
  NO OPENINGS     I    8.9  I    7.7  I    8.2
                 -I---------I---------I
               6  I     28  I     56  I     85
  NOT QUALIFIED   I    8.1  I    8.5  I    8.3
                 -I---------I---------I
               7  I      1  I      4  I      6
  NO LICENSE,CERTI I   0.4  I    0.7  I    0.6
                 -I---------I---------I
               8  I     48  I     92  I    140
  STILL IN SCHOOL I   13.7  I   13.8  I   13.8
                 -I---------I---------I
               9  I     74  I    106  I    180
  HOUSEHOLD DUTIES I  21.3  I   15.8  I   17.7
                 -I---------I---------I
          COLUMN       349       668      1017
           TOTAL      34.3      65.7     100.0

    2 OUT OF     18 ( 11.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0
MINIMUM EXPECTED CELL FREQUENCY =  2.013
RAW CHI SQUARE =     16.36711 WITH     8 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0374
CRAMER'S V =  0.12687
```

```
* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   Q16       HOW LONG TO FIND JOB?                                   BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                         COLINT
               COUNT   I
             COL PCT   ICOLLEGES INSTITUT    ROW
                       I         ES          TOTAL
                       I       1  I     2  I
Q16           ---------I---------I---------I
                     0 I   308   I   545   I   853
                       I  21.4   I  15.5   I  17.2
                      -I---------I---------I
                     1 I    45   I    85   I   129
  NOT APPLICABLE       I   3.1   I   2.4   I   2.6
                      -I---------I---------I
                     2 I    92   I   245   I   337
  HAD PRIOR JOB        I   6.4   I   7.0   I   6.8
                      -I---------I---------I
                     3 I   425   I  1876   I  2302
  ALREADY WORKING      I  29.6   I  53.3   I  46.5
                      -I---------I---------I
                     4 I   126   I   238   I   364
  FOUND JOB BEFORE     I   8.8   I   6.8   I   7.3
                      -I---------I---------I
                     5 I   134   I   146   I   280
  < 1 MONTH            I   9.3   I   4.2   I   5.7
                      -I---------I---------I
                     6 I   189   I   221   I   410
  1-4 MONTHS           I  13.2   I   6.3   I   8.3
                      -I---------I---------I
                     7 I    71   I    88   I   159
  5-8 MONTHS           I   4.9   I   2.5   I   3.2
                      -I---------I---------I
                     8 I    47   I    74   I   122
  > 8 MONTHS           I   3.3   I   2.1   I   2.5
                      -I---------I---------I
              COLUMN      1437      3518      4955
               TOTAL      29.0      71.0     100.0

RAW CHI SQUARE =   284.57126 WITH     8 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.23965
```

```
* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   Q16       HOW LONG TO FIND JOB?                                   BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                         COLINT
               COUNT   I
             COL PCT   ICOLLEGES INSTITUT    ROW
                       I         ES          TOTAL
                       I       1  I     2  I
Q16           ---------I---------I---------I
                     5 I   134   I   146   I   280
  < 1 MONTH            I  30.3   I  27.7   I  28.9
                      -I---------I---------I
                     6 I   189   I   221   I   410
  1-4 MONTHS           I  42.8   I  41.7   I  42.3
                      -I---------I---------I
                     7 I    71   I    88   I   159
  5-8 MONTHS           I  16.1   I  16.6   I  16.3
                      -I---------I---------I
                     8 I    47   I    74   I   122
  > 8 MONTHS           I  10.7   I  14.0   I  12.5
                      -I---------I---------I
              COLUMN       442       529       870
               TOTAL      45.5      54.5     100.0

RAW CHI SQUARE =     2.78788 WITH     3 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.4255
CRAMER'S V =  0.05380
```

Note: Percentages in the upper portion of the table are based on the total N. Percentages in the lower portion are based on the total N less those responding to options Nos. 1, 2, 3 and 4.

```
* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
     Q17       LOCATION OF JOB                                          BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                       COLINT
               COUNT  I
             COL PCT  ICOLLEGES INSTITUT    ROW
                      I          ES         TOTAL
                      I      1  I     2  I
Q17          ---------I---------I--------I
                   0  I   309  I   465  I    774
                      I  21.5  I  13.2  I   15.6
                     -I--------I--------I
                   1  I    39  I    13  I     52
  PEACE R & NE BC     I   2.7  I   0.4  I    1.1
                     -I--------I--------I
                   2  I    14  I    22  I     36
  NW BC               I   0.9  I   0.6  I    0.7
                     -I--------I--------I
                   3  I    22  I    21  I     43
  CENTRAL COAST       I   1.5  I   0.6  I    0.9
                     -I--------I--------I
                   4  I   124  I    48  I    172
  OKANAGAN            I   8.6  I   1.4  I    3.5
                     -I--------I--------I
                   5  I   102  I    30  I    132
  KOOTENAYS           I   7.1  I   0.8  I    2.7
                     -I--------I--------I
                   6  I    65  I    48  I    113
  CENTRAL BC          I   4.6  I   1.4  I    2.3
                     -I--------I--------I
                   7  I   146  I    35  I    181
  VAN ISLAND          I  10.1  I   1.0  I    3.7
                     -I--------I--------I
                   8  I    92  I    69  I    161
  GREATER VICTORIA    I   6.4  I   2.0  I    3.2
                     -I--------I--------I
                   9  I   112  I   211  I    323
  FRASER VALLEY       I   7.8  I   6.0  I    6.5
                     -I--------I--------I
                  10  I   351  I  2500  I   2851
  GREATER VANCOUVE    I  24.4  I  71.1  I   57.5
                     -I--------I--------I
                  11  I    50  I    47  I     98
  IN CANADA           I   3.5  I   1.4  I    2.0
                     -I--------I--------I
                  12  I     4  I     7  I     12
  OUTSIDE CANADA      I   0.3  I   0.2  I    0.2
                     -I--------I--------I
                  13  I     0  I     0  I      0
  VAN IS & VICTORI    I   0.0  I   0.0  I    0.0
                     -I--------I--------I
                  14  I     7  I     0  I      7
  FR VAL,LOWER MNL    I   0.5  I   0.0  I    0.1
                     -I--------I--------I
              COLUMN     1437     3518      4955
               TOTAL     29.0     71.0     100.0

     5 OUT OF     30 ( 16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   0.126
RAW CHI SQUARE =  1189.72827 WITH    14 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.48001
```

Note: Q17 Response Options 13 and 14 -
The follow-up questionnaire used for VCC students had a different coding structure which prevented the destinction between Victoria and Vancouver Island and between Greater Vancouver and the Lower Mainland.

```
* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q18       GROSS MONTHLY SALARY                                BY  COLINT     COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                         COLINT
                COUNT   I
                COL PCT ICOLLEGES INSTITUT   ROW
                        I         ES         TOTAL
                        I      1  I     2  I
Q18             --------I---------I--------I
                      0 I   319   I   526  I   845
                        I  22.2   I  15.0  I  17.1
                       -I---------I--------I
                      1 I   419   I   439  I   858
  <$1000                I  29.1   I  12.5  I  17.3
                       -I---------I--------I
                      2 I   270   I   497  I   767
  $1000-1399            I  18.8   I  14.1  I  15.5
                       -I---------I--------I
                      3 I   191   I   672  I   863
  $1400-1799            I  13.3   I  19.1  I  17.4
                       -I---------I--------I
                      4 I   125   I   686  I   811
  $1800-2199            I   8.7   I  19.5  I  16.4
                       -I---------I--------I
                      5 I   114   I   698  I   812
  >= $2200              I   7.9   I  19.8  I  16.4
                       -I---------I--------I
                COLUMN      1437      3518     4955
                 TOTAL      29.0      71.0    100.0

RAW CHI SQUARE =   389.53510 WITH     5 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.28038




* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * *
   Q18       GROSS MONTHLY SALARY                                BY  COLINT     COLLEGES OR INSTITUTION
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                         COLINT
                COUNT   I
                COL PCT ICOLLEGES INSTITUT   ROW
                        I         ES         TOTAL
                        I      1  I     2  I
Q18             --------I---------I--------I
                      1 I   419   I   439  I   858
  <$1000                I  37.4   I  14.7  I  20.9
                       -I---------I--------I
                      2 I   270   I   497  I   767
  $1000-1399            I  24.1   I  16.6  I  18.7
                       -I---------I--------I
                      3 I   191   I   672  I   863
  $1400-1799            I  17.1   I  22.5  I  21.0
                       -I---------I--------I
                      4 I   125   I   686  I   811
  $1800-2199            I  11.2   I  22.9  I  19.7
                       -I---------I--------I
                      5 I   114   I   698  I   812
  >= $2200              I  10.2   I  23.3  I  19.8
                       -I---------I--------I
                COLUMN      1118      2992     4110
                 TOTAL      27.2      72.8    100.0

RAW CHI SQUARE =   365.57410 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.29825
```

```
* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * *
   Q19       IS JOB RELATED TO TRAINING?                              BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                        COLINT
               COUNT  I
             COL PCT  ICOLLEGES INSTITUT    ROW
                      I         ES          TOTAL
                      I      1  I      2  I
Q19           --------I---------I---------I
                   0  I   233   I   345   I    578
                      I  16.2   I   9.8   I   11.7
                     -I---------I---------I
                   1  I   571   I  1327   I   1898
  DEF RELATED         I  39.7   I  37.7   I   38.3
                     -I---------I---------I
                   2  I   297   I  1046   I   1343
  RELATED             I  20.7   I  29.7   I   27.1
                     -I---------I---------I
                   3  I   319   I   749   I   1068
  NOT RELATED         I  22.2   I  21.3   I   21.6
                     -I---------I---------I
                   4  I    17   I    51   I     67
  RELATED -IMPLIED    I   1.2   I   1.4   I    1.4
                     -I---------I---------I
              COLUMN     1437      3518       4955
               TOTAL     29.0      71.0      100.0

RAW CHI SQUARE =     69.05419 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.11805
```

```
* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * *
   Q19       IS JOB RELATED TO TRAINING?                              BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                        COLINT
               COUNT  I
             COL PCT  ICOLLEGES INSTITUT    ROW
                      I         ES          TOTAL
                      I      1  I      2  I
Q19           --------I---------I---------I
                   1  I   571   I  1327   I   1898
  DEF RELATED         I  47.4   I  41.8   I   43.4
                     -I---------I---------I
                   2  I   297   I  1046   I   1343
  RELATED             I  24.7   I  33.0   I   30.7
                     -I---------I---------I
                   3  I   319   I   749   I   1068
  NOT RELATED         I  26.5   I  23.6   I   24.4
                     -I---------I---------I
                   4  I    17   I    51   I     67
  RELATED -IMPLIED    I   1.4   I   1.6   I    1.5
                     -I---------I---------I
              COLUMN     1204      3173       4376
               TOTAL     27.5      72.5      100.0

RAW CHI SQUARE =     29.20803 WITH     3 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.08169
```

Note: Q19 Response Option 4 -
If no response had been indicated to this question, responses to other questions on the Information Sheet would sometimes imply that the job and training were "related-implied".

```
* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   QTWENTY   REASON FOR TAKING AN UN-RELATED JOB           BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
            COUNT  I
          COL PCT  ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I     1.  I     2  I
QTWENTY       -----I---------I--------I
                1  I   796   I  2230  I  3026
  NOT APPLICABLE   I  65.5   I  68.0  I  67.3
                  -I---------I--------I
                2  I   147   I   303  I   449
  CAN'T FIND JOB   I  12.1   I   9.2  I  10.0
                  -I---------I--------I
                3  I    29   I    21  I    51
  JOB OUTSIDE COMM I   2.4   I   0.7  I   1.1
                  -I---------I--------I
                4  I    55   I   163  I   218
  BETTER PAY       I   4.5   I   5.0  I   4.8
                  -I---------I--------I
                5  I    28   I   172  I   199
  BETTER OPPORTUNI I   2.3   I   5.2  I   4.4
                  -I---------I--------I
                6  I    60   I   153  I   213
  DIDN'T WANT JOB  I   4.9   I   4.7  I   4.7
                  -I---------I--------I
                7  I   100   I   240  I   340
  INADEQUATE TRAIN I   8.2   I   7.3  I   7.6
                  -I---------I--------I
           COLUMN     1215      3281      4496
            TOTAL     27.0      73.0     100.0

RAW CHI SQUARE =    30.80228 WITH     6 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.10630
```

```
* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q20R      QUESTION 20 RECODED                                BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
            COUNT  I
          COL PCT  ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I     1   I     2  I
Q20R       --------I---------I--------I
                1  I   796   I  2230  I  3026
  RESPONDED #1     I  55.4   I  63.4  I  61.1
                  -I---------I--------I
                2  I   308   I   412  I   720
  NO RESPONSE      I  21.4   I  11.7  I  14.5
                  -I---------I--------I
                3  I   334   I   876  I  1210
  OTHER THAN #1    I  23.2   I  24.9  I  24.4
                  -I---------I--------I
           COLUMN     1437      3518      4955
            TOTAL     29.0      71.0     100.0

RAW CHI SQUARE =    78.03424 WITH     2 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.12549
```

Note: Since multiple responses to this question were acceptable, percentages in the upper portion of the table reflect <u>% responses</u> rather than <u>% respondents</u>. The lower portion of the table provides the actual number of individuals responding to the question (option 3 "other than #1").

```
* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q21        TYPE OF BUSINESS OR INDUSTRY                    BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
             COUNT  I
           COL PCT  ICOLLEGES INSTITUT   ROW
                    I          ES        TOTAL
                    I     1  I     2  I
Q21         --------I--------I--------I
                 0  I   343  I   460  I   803
                    I  23.9  I  13.1  I  16.2
                   -I--------I--------I
                 1  I    15  I    24  I    39
  FARMS             I   1.0  I   0.7  I   0.8
                   -I--------I--------I
                 2  I     7  I    20  I    27
  FISH & TRAP       I   0.5  I   0.6  I   0.5
                   -I--------I--------I
                 3  I    27  I    88  I   115
  FORESTRY          I   1.9  I   2.5  I   2.3
                   -I--------I--------I
                 4  I    13  I    21  I    34
  MINES             I   0.9  I   0.6  I   0.7
                   -I--------I--------I
                 5  I     9  I    41  I    50
  OIL & GAS         I   0.6  I   1.2  I   1.0
                   -I--------I--------I
                 6  I    19  I    62  I    81
  FOODS             I   1.3  I   1.8  I   1.6
                   -I--------I--------I
                 7  I     3  I     9  I    11
  RUBBER & PLASTIC  I   0.2  I   0.3  I   0.2
                   -I--------I--------I
                 8  I     9  I    12  I    21
  LEATHER,TEXTILE   I   0.6  I   0.3  I   0.4
                   -I--------I--------I
                 9  I    11  I    30  I    41
  WOOD INDUSTRIES   I   0.8  I   0.9  I   0.8
                   -I--------I--------I
                10  I     2  I     9  I    11
  FURNITURE         I   0.2  I   0.3  I   0.2
                   -I--------I--------I
                11  I     6  I    19  I    25
  PULP, PAPER       I   0.4  I   0.5  I   0.5
                   -I--------I--------I
                12  I    15  I    18  I    33
  PRINTING          I   1.0  I   0.5  I   0.7
                   -I--------I--------I
                13  I     2  I    13  I    15
  PRIMARY METALS    I   0.1  I   0.4  I   0.3
                   -I--------I--------I
                14  I     5  I    43  I    47
  METALS FABRICATE  I   0.3  I   1.2  I   1.0
                   -I--------I--------I
                15  I     4  I    20  I    24
  MACHINERY         I   0.3  I   0.6  I   0.5
                   -I--------I--------I
                16  I    13  I    13  I    26
  TRANSPORT EQUIP   I   0.9  I   0.4  I   0.5
                   -I--------I--------I
                17  I    13  I    94  I   107
  ELECTRICAL&ELECT  I   0.9  I   2.7  I   2.2
                   -I--------I--------I
                18  I     6  I     4  I    10
  CLAY,CEMENT,GLAS  I   0.4  I   0.1  I   0.2
                   -I--------I--------I
                19  I     2  I     8  I    11
  REFINED PETRO,CO  I   0.2  I   0.2  I   0.2
                   -I--------I--------I
                20  I     8  I    31  I    39
  OTHER MANUFACTUR  I   0.6  I   0.9  I   0.8
                   -I--------I--------I
                21  I    34  I   191  I   225
  CONSTRUCTION      I   2.4  I   5.4  I   4.5
                   -I--------I--------I

                    I
                    ICOLLEGES INSTITUT   ROW
                    I          ES        TOTAL
                    I     1  I     2  I
                    I--------I--------I
                22  I    16  I   127  I   142
  TRANSPORTATION    I   1.1  I   3.6  I   2.9
                   -I--------I--------I
                23  I    32  I   180  I   212
  COMMUNICATIONS    I   2.2  I   5.1  I   4.3
                   -I--------I--------I
                24  I     6  I    86  I    92
  UTILITIES         I   0.4  I   2.5  I   1.9
                   -I--------I--------I
                25  I    19  I    69  I    89
  WHOLESALE TRADE   I   1.3  I   2.0  I   1.8
                   -I--------I--------I
                26  I    96  I   203  I   299
  RETAIL TRADE      I   6.7  I   5.8  I   6.0
                   -I--------I--------I
                27  I    51  I   164  I   215
  FINANCE&INSURANC  I   3.6  I   4.7  I   4.3
                   -I--------I--------I
                28  I    10  I    47  I    57
  REAL ESTATE       I   0.7  I   1.3  I   1.1
                   -I--------I--------I
                29  I    77  I   261  I   338
  MANAGEMENT        I   5.3  I   7.4  I   6.8
                   -I--------I--------I
                30  I    85  I   248  I   333
  GOV'T SERVICES    I   5.9  I   7.0  I   6.7
                   -I--------I--------I
                31  I    22  I    40  I    63
  PROTECTIVE SERVI  I   1.6  I   1.1  I   1.3
                   -I--------I--------I
                32  I    46  I    88  I   134
  EDUCATION         I   3.2  I   2.5  I   2.7
                   -I--------I--------I
                33  I     7  I    11  I    18
  LIBRARIES&MUSEUM  I   0.5  I   0.3  I   0.4
                   -I--------I--------I
                34  I   138  I   370  I   508
  HEALTH CARE       I   9.6  I  10.5  I  10.3
                   -I--------I--------I
                35  I   102  I    34  I   136
  SOCIAL SERVICES   I   7.1  I   1.0  I   2.7
                   -I--------I--------I
                36  I    67  I   164  I   232
  ACCOMODATION      I   4.7  I   4.7  I   4.7
                   -I--------I--------I
                37  I    27  I    26  I    53
  AMUSEMENT         I   1.9  I   0.7  I   1.1
                   -I--------I--------I
                38  I     9  I    11  I    21
  THEATRE           I   0.7  I   0.3  I   0.4
                   -I--------I--------I
                39  I    13  I    41  I    55
  PERSONAL SERVICE  I   0.9  I   1.2  I   1.1
                   -I--------I--------I
                40  I    46  I   116  I   162
  UNCLASSIFIED      I   3.2  I   3.3  I   3.3
                   -I--------I--------I
            COLUMN     1437     3518     4955
             TOTAL     29.0     71.0    100.0

    5 OUT OF    82 (  6.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  2.884
RAW CHI SQUARE =   380.16006 WITH    40 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.28061
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* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   Q21S      TYPE OF INDUSTRY                                     BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                        COLINT
                COUNT  I
              COL PCT  ICOLLEGES INSTITUT   ROW
                       I         ES         TOTAL
                       I      1  I      2  I
Q21S           --------I---------I---------I
                    0  I   343   I   460   I   803
                       I  23.9   I  13.1   I  16.2
                      -I---------I---------I
                    1  I    15   I    24   I    39
  AGRICULTURE          I   1.0   I   0.7   I   0.8
                      -I---------I---------I
                    2  I    27   I    88   I   115
  FORESTRY             I   1.9   I   2.5   I   2.3
                      -I---------I---------I
                    3  I     7   I    20   I    27
  FISH & TRAP          I   0.5   I   0.6   I   0.5
                      -I---------I---------I
                    4  I    22   I    63   I    85
  MINES & OIL          I   1.5   I   1.8   I   1.7
                      -I---------I---------I
                    5  I   118   I   385   I   503
  MANUFACTURING        I   8.2   I  11.0   I  10.2
                      -I---------I---------I
                    6  I    34   I   191   I   225
  CONSTRUCTION         I   2.4   I   5.4   I   4.5
                      -I---------I---------I
                    7  I    48   I   306   I   354
  TRANSPORT & COMM     I   3.3   I   8.7   I   7.2
                      -I---------I---------I
                    8  I     6   I    86   I    92
  UTILITIES            I   0.4   I   2.5   I   1.9
                      -I---------I---------I
                    9  I   116   I   272   I   388
  TRADE                I   8.0   I   7.7   I   7.8
                      -I---------I---------I
                   10  I    61   I   211   I   272
  FIN,INS & RL EST     I   4.3   I   6.0   I   5.5
                      -I---------I---------I
                   11  I   486   I  1008   I  1494
  SERVICES             I  33.8   I  28.7   I  30.1
                      -I---------I---------I
                   12  I   108   I   288   I   396
  PUBLIC ADMIN         I   7.5   I   8.2   I   8.0
                      -I---------I---------I
                   13  I    46   I   116   I   162
  UNCLASSIFIED         I   3.2   I   3.3   I   3.3
                      -I---------I---------I
               COLUMN     1437      3518       4955
                TOTAL     29.0      71.0      100.0

RAW CHI SQUARE =   184.40338 WITH    13 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.19291
```

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* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
    Q21S      TYPE OF INDUSTRY                                    BY  COLINT     COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
             COUNT  I
           COL PCT  ICOLLEGES INSTITUT   ROW
                    I         ES         TOTAL
                    I     1  I     2  I
Q21S        --------I--------I--------I
                 1  I    15  I    24  I    39
  AGRICULTURE       I   1.4  I   0.8  I   0.9
                   -I--------I--------I
                 2  I    27  I    88  I   115
  FORESTRY          I   2.5  I   2.9  I   2.8
                   -I--------I--------I
                 3  I     7  I    20  I    27
  FISH & TRAP       I   0.7  I   0.7  I   0.7
                   -I--------I--------I
                 4  I    22  I    63  I    85
  MINES & OIL       I   2.0  I   2.0  I   2.0
                   -I--------I--------I
                 5  I   118  I   385  I   503
  MANUFACTURING     I  10.8  I  12.6  I  12.1
                   -I--------I--------I
                 6  I    34  I   191  I   225
  CONSTRUCTION      I   3.1  I   6.2  I   5.4
                   -I--------I--------I
                 7  I    48  I   306  I   354
  TRANSPORT & COMM  I   4.4  I  10.0  I   8.5
                   -I--------I--------I
                 8  I     6  I    86  I    92
  UTILITIES         I   0.5  I   2.8  I   2.2
                   -I--------I--------I
                 9  I   116  I   272  I   388
  TRADE             I  10.6  I   8.9  I   9.3
                   -I--------I--------I
                10  I    61  I   211  I   272
  FIN,INS & RL EST  I   5.6  I   6.9  I   6.6
                   -I--------I--------I
                11  I   486  I  1008  I  1494
  SERVICES          I  44.4  I  33.0  I  36.0
                   -I--------I--------I
                12  I   108  I   288  I   396
  PUBLIC ADMIN      I   9.8  I   9.4  I   9.5
                   -I--------I--------I
                13  I    46  I   116  I   162
  UNCLASSIFIED      I   4.2  I   3.8  I   3.9
                   -I--------I--------I
            COLUMN     1094     3057     4152
             TOTAL     26.4     73.6    100.0

RAW CHI SQUARE =    103.05484 WITH     12 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.15755
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* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q22B     OCCUPATION OR TYPE OF WORK                             BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                          COLINT
                COUNT   I
               COL PCT  ICOLLEGES INSTITUT    ROW
                        I         ES          TOTAL
                        I       1 I       2 I
Q22B           ---------I---------I---------I
                     0  I    409  I    685  I   1094
                        I   28.4  I   19.5  I   22.1
                       -I---------I---------I
                    11  I     31  I    158  I    189
  MANAGEMENT            I    2.2  I    4.5  I    3.8
                       -I---------I---------I
                    21  I     52  I    368  I    420
  SCIENCE               I    3.6  I   10.5  I    8.5
                       -I---------I---------I
                    22  I    114  I     52  I    166
  SOCIAL SCIENCES       I    7.9  I    1.5  I    3.3
                       -I---------I---------I
                    27  I     25  I     55  I     79
  TEACHING              I    1.7  I    1.6  I    1.6
                       -I---------I---------I
                    31  I    126  I    296  I    421
  MEDICINE,HEALTH       I    8.8  I    8.4  I    8.5
                       -I---------I---------I
                    33  I     36  I     69  I    105
  FINE ARTS             I    2.5  I    2.0  I    2.1
                       -I---------I---------I
                    37  I     24  I     25  I     49
  SPORT,RECREATION      I    1.7  I    0.7  I    1.0
                       -I---------I---------I
                    41  I    286  I    808  I   1094
  CLERICAL              I   19.9  I   23.0  I   22.1
                       -I---------I---------I
                    51  I    108  I    336  I    444
  SALES                 I    7.5  I    9.5  I    9.0
                       -I---------I---------I
                    61  I    102  I    202  I    304
  SERVICE               I    7.1  I    5.8  I    6.1
                       -I---------I---------I
                    71  I     12  I     16  I     28
  AGRICULTURE           I    0.8  I    0.5  I    0.6
                       -I---------I---------I
                    73  I      3  I      8  I     11
  FISH,HUNT,TRAP        I    0.2  I    0.2  I    0.2
                       -I---------I---------I
                    75  I     17  I     43  I     60
  FORESTRY,LOGGING      I    1.2  I    1.2  I    1.2
                       -I---------I---------I
                    77  I      2  I     10  I     12
  MINING,QUARRYING      I    0.1  I    0.3  I    0.2
                       -I---------I---------I
                    82  I     13  I     49  I     62
  PROCESSING            I    0.9  I    1.4  I    1.3
                       -I---------I---------I
                    83  I      5  I     36  I     41
  MACHINING             I    0.3  I    1.0  I    0.8
                       -I---------I---------I
                    85  I     14  I     56  I     70
  MANUFACTURING         I    1.0  I    1.6  I    1.4
                       -I---------I---------I
                    87  I     16  I     71  I     87
  CONSTRUCTION          I    1.1  I    2.0  I    1.8
                       -I---------I---------I
                    91  I     16  I     50  I     66
  TRANSPORTATION        I    1.1  I    1.4  I    1.3
                       -I---------I---------I
                    93  I      3  I     29  I     32
  MATERIAL HANDLNG      I    0.2  I    0.8  I    0.6
                       -I---------I---------I
                    95  I     19  I     81  I    100
  OTHER CRAFTS          I    1.3  I    2.3  I    2.0
                       -I---------I---------I
                    99  I      6  I     15  I     21
  OTHER                 I    0.4  I    0.4  I    0.4
                       -I---------I---------I
                COLUMN      1437      3518      4955
                 TOTAL      29.0      71.0     100.0

    2 OUT OF     46 (  4.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  3.303
RAW CHI SQUARE =   288.38370 WITH    22 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.24167
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* * * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   Q22B      OCCUPATION OR TYPE OF WORK                                BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                     COLINT
             COUNT  I
           COL PCT  ICOLLEGES INSTITUT   ROW
                    I          ES        TOTAL
                    I      1  I     2  I
Q22B        --------I--------I--------I
                11  I     31  I    158  I    189
  MANAGEMENT        I    3.0  I    5.6  I    4.9
                   -I--------I--------I
                21  I     52  I    368  I    420
  SCIENCE           I    5.0  I   13.0  I   10.9
                   -I--------I--------I
                23  I    114  I     52  I    166
  SOCIAL SCIENCES   I   11.1  I    1.8  I    4.3
                   -I--------I--------I
                27  I     25  I     55  I     79
  TEACHING          I    2.4  I    1.9  I    2.1
                   -I--------I--------I
                31  I    126  I    296  I    421
  MEDICINE,HEALTH   I   12.2  I   10.4  I   10.9
                   -I--------I--------I
                33  I     36  I     69  I    105
  FINE ARTS         I    3.5  I    2.4  I    2.7
                   -I--------I--------I
                37  I     24  I     25  I     49
  SPORT,RECREATION  I    2.3  I    0.9  I    1.3
                   -I--------I--------I
                41  I    286  I    808  I   1094
  CLERICAL          I   27.8  I   28.5  I   28.3
                   -I--------I--------I
                51  I    108  I    336  I    444
  SALES             I   10.5  I   11.9  I   11.5
                   -I--------I--------I
                61  I    102  I    202  I    304
  SERVICE           I    9.9  I    7.1  I    7.9
                   -I--------I--------I
                71  I     12  I     16  I     28
  AGRICULTURE       I    1.2  I    0.6  I    0.7
                   -I--------I--------I
                73  I      3  I      8  I     11
  FISH,HUNT,TRAP    I    0.3  I    0.3  I    0.3
                   -I--------I--------I
                75  I     17  I     43  I     60
  FORESTRY,LOGGING  I    1.6  I    1.5  I    1.5
                   -I--------I--------I
                77  I      2  I     10  I     12
  MINING,QUARRYING  I    0.2  I    0.3  I    0.3
                   -I--------I--------I
                82  I     13  I     49  I     62
  PROCESSING        I    1.3  I    1.7  I    1.6
                   -I--------I--------I
                83  I      5  I     36  I     41
  MACHINING         I    0.5  I    1.3  I    1.1
                   -I--------I--------I
                85  I     14  I     56  I     70
  MANUFACTURING     I    1.4  I    2.0  I    1.8
                   -I--------I--------I
                87  I     16  I     71  I     87
  CONSTRUCTION      I    1.6  I    2.5  I    2.3
                   -I--------I--------I
                91  I     16  I     50  I     66
  TRANSPORTATION    I    1.5  I    1.8  I    1.7
                   -I--------I--------I
                93  I      3  I     29  I     32
  MATERIAL HANDLNG  I    0.3  I    1.0  I    0.8
                   -I--------I--------I
                95  I     19  I     81  I    100
  OTHER CRAFTS      I    1.8  I    2.9  I    2.6
                   -I--------I--------I
                99  I      6  I     15  I     21
  OTHER             I    0.6  I    0.5  I    0.5
                   -I--------I--------I
            COLUMN      1029      2833      3861
             TOTAL      26.6      73.4     100.0

   2 OUT OF    44 (  4.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0
MINIMUM EXPECTED CELL FREQUENCY =  3.033
RAW CHI SQUARE =   254.77173 WITH    21 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.25687
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* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
     Q23        HOW USEFUL IS YOUR TRAINING?                         BY  COLINT     COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                       COLINT
               COUNT  I
             COL PCT  ICOLLEGES INSTITUT    ROW
                      I         ES          TOTAL
                      I       1  I      2  I
Q23          --------I--------I--------I
                   0  I    290  I    488  I    777
                      I   20.1  I   13.9  I   15.7
                     -I--------I--------I
                   1  I    489  I   1003  I   1492
  VERY USEFUL         I   34.0  I   28.5  I   30.1
                     -I--------I--------I
                   2  I    409  I   1356  I   1764
  USEFUL              I   28.4  I   38.5  I   35.6
                     -I--------I--------I
                   3  I    250  I    671  I    921
  NOT USEFUL          I   17.4  I   19.1  I   18.6
                     -I--------I--------I
              COLUMN      1437      3518       4955
               TOTAL      29.0      71.0      100.0

RAW CHI SQUARE =     66.65304 WITH      3 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.11598
```

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* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
     Q23        HOW USEFUL IS YOUR TRAINING?                         BY  COLINT     COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                       COLINT
               COUNT  I
             COL PCT  ICOLLEGES INSTITUT    ROW
                      I         ES          TOTAL
                      I       1  I      2  I
Q23          --------I--------I--------I
                   1  I    489  I   1003  I   1492
  VERY USEFUL         I   42.6  I   33.1  I   35.7
                     -I--------I--------I
                   2  I    409  I   1356  I   1764
  USEFUL              I   35.6  I   44.7  I   42.2
                     -I--------I--------I
                   3  I    250  I    671  I    921
  NOT USEFUL          I   21.8  I   22.1  I   22.0
                     -I--------I--------I
              COLUMN      1148      3030       4178
               TOTAL      27.5      72.5      100.0

RAW CHI SQUARE =     37.41441 WITH      2 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.09463
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* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   QTFOUR1   Q24.1 AVAILABILITY OF DESIRED PROGRAM          BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
               COUNT  I
             COL PCT  ICOLLEGES INSTITUT   ROW
                      I         ES         TOTAL
                      I      1  I      2  I
QTFOUR1      --------I--------I--------I
                  0  I    165  I    157  I    322
                     I   11.5  I    4.5  I    6.5
                    -I--------I--------I
                  1  I    998  I   2816  I   3814
  SATISFIED          I   69.4  I   80.1  I   77.0
                    -I--------I--------I
                  2  I    220  I    390  I    610
  DISSATISFIED       I   15.3  I   11.1  I   12.3
                    -I--------I--------I
                  3  I     44  I    108  I    152
  NO OPINION         I    3.1  I    3.1  I    3.1
                    -I--------I--------I
                  4  I     10  I     47  I     57
  NOT APPLICABLE     I    0.7  I    1.3  I    1.1
                    -I--------I--------I
             COLUMN      1437      3518      4955
              TOTAL      29.0      71.0     100.0

RAW CHI SQUARE =    110.76561 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.14951
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* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   QTFOUR2   Q24.2 AVAILABILITY OF DESIRED COURSES          BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
               COUNT  I
             COL PCT  ICOLLEGES INSTITUT   ROW
                      I         ES         TOTAL
                      I      1  I      2  I
QTFOUR2      --------I--------I--------I
                  0  I    177  I    167  I    343
                     I   12.3  I    4.7  I    6.9
                    -I--------I--------I
                  1  I    830  I   2299  I   3128
  SATISFIED          I   57.7  I   65.3  I   63.1
                    -I--------I--------I
                  2  I    315  I    750  I   1065
  DISSATISFIED       I   21.9  I   21.3  I   21.5
                    -I--------I--------I
                  3  I     72  I    188  I    260
  NO OPINION         I    5.0  I    5.3  I    5.2
                    -I--------I--------I
                  4  I     44  I    115  I    159
  NOT APPLICABLE     I    3.1  I    3.3  I    3.2
                    -I--------I--------I
             COLUMN      1437      3518      4955
              TOTAL      29.0      71.0     100.0

RAW CHI SQUARE =     93.85557 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.13763
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* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
    QTFOUR3   Q24.3 ADEQUACY OF INSTRUCTION                      BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                  COLINT
          COUNT  I
         COL PCT ICOLLEGES INSTITUT   ROW
                 I          ES        TOTAL
                 I      1 I      2 I
QTFOUR3  --------I--------I--------I
              0  I   177  I   188  I   365
                 I  12.3  I   5.3  I   7.4
                -I--------I--------I
              1  I   950  I  2551  I  3501
  SATISFIED      I  66.1  I  72.5  I  70.7
                -I--------I--------I
              2  I   226  I   526  I   751
  DISSATISFIED   I  15.7  I  14.9  I  15.2
                -I--------I--------I
              3  I    74  I   223  I   298
  NO OPINION     I   5.2  I   6.4  I   6.0
                -I--------I--------I
              4  I    10  I    30  I    40
  NOT APPLICABLE I   0.7  I   0.9  I   0.8
                -I--------I--------I
         COLUMN     1437     3518     4955
          TOTAL     29.0     71.0    100.0

RAW CHI SQUARE =    76.55997 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.12430


* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
    QTFOUR4   Q24.4 SUBJECT CONTENT OF COURSES                   BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                  COLINT
          COUNT  I
         COL PCT ICOLLEGES INSTITUT   ROW
                 I          ES        TOTAL
                 I      1 I      2 I
QTFOUR4  --------I--------I--------I
              0  I   187  I   204  I   391
                 I  13.0  I   5.8  I   7.9
                -I--------I--------I
              1  I  1013  I  2694  I  3707
  SATISFIED      I  70.5  I  76.6  I  74.8
                -I--------I--------I
              2  I   164  I   414  I   578
  DISSATISFIED   I  11.4  I  11.8  I  11.7
                -I--------I--------I
              3  I    67  I   176  I   243
  NO OPINION     I   4.6  I   5.0  I   4.9
                -I--------I--------I
              4  I     6  I    30  I    36
  NOT APPLICABLE I   0.4  I   0.9  I   0.7
                -I--------I--------I
         COLUMN     1437     3518     4955
          TOTAL     29.0     71.0    100.0

RAW CHI SQUARE =    75.38940 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.12351


* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
    QTFOUR5   Q24.5 PREPARATION FOR JOB                          BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                  COLINT
          COUNT  I
         COL PCT ICOLLEGES INSTITUT   ROW
                 I          ES        TOTAL
                 I      1 I      2 I
QTFOUR5  --------I--------I--------I
              0  I   197  I   207  I   405
                 I  13.7  I   5.9  I   8.2
                -I--------I--------I
              1  I   719  I  1731  I  2450
  SATISFIED      I  50.0  I  49.2  I  49.5
                -I--------I--------I
              2  I   166  I   307  I   473
  DISSATISFIED   I  11.6  I   8.7  I   9.6
                -I--------I--------I
              3  I   180  I   589  I   769
  NO OPINION     I  12.5  I  16.7  I  15.5
                -I--------I--------I
              4  I   175  I   683  I   858
  NOT APPLICABLE I  12.2  I  19.4  I  17.3
                -I--------I--------I
         COLUMN     1437     3518     4955
          TOTAL     29.0     71.0    100.0

RAW CHI SQUARE =   128.15835 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.16083
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* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   QTFOUR6   Q24.6 LAB FACILITIES                                       BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                         COLINT
               COUNT    I
             COL PCT    ICOLLEGES  INSTITUT    ROW
                        I          ES         TOTAL
                        I       1  I       2  I
QTFOUR6         --------I----------I----------I
                   0    I    207   I    252   I    459
                        I   14.4   I    7.2   I    9.3
                       -I----------I----------I
                   1    I    452   I   1132   I   1585
  SATISFIED             I   31.5   I   32.2   I   32.0
                       -I----------I----------I
                   2    I    111   I    282   I    393
  DISSATISFIED          I    7.7   I    8.0   I    7.9
                       -I----------I----------I
                   3    I    103   I    311   I    414
  NO OPINION            I    7.1   I    8.8   I    8.4
                       -I----------I----------I
                   4    I    564   I   1541   I   2104
  NOT APPLICABLE        I   39.2   I   43.8   I   42.5
                       -I----------I----------I
              COLUMN        1437       3518       4955
               TOTAL        29.0       71.0      100.0

RAW CHI SQUARE =    66.78861 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.11610
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* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   QTFOUR7   Q24.7 VOC-SHOP FACILITIES                                  BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                         COLINT
               COUNT    I
             COL PCT    ICOLLEGES  INSTITUT    ROW
                        I          ES         TOTAL
                        I       1  I       2  I
QTFOUR7         --------I----------I----------I
                   0    I    214   I    257   I    471
                        I   14.9   I    7.3   I    9.5
                       -I----------I----------I
                   1    I    350   I    894   I   1243
  SATISFIED             I   24.3   I   25.4   I   25.1
                       -I----------I----------I
                   2    I     76   I    154   I    230
  DISSATISFIED          I    5.3   I    4.4   I    4.6
                       -I----------I----------I
                   3    I    118   I    359   I    477
  NO OPINION            I    8.2   I   10.2   I    9.6
                       -I----------I----------I
                   4    I    679   I   1854   I   2533
  NOT APPLICABLE        I   47.3   I   52.7   I   51.1
                       -I----------I----------I
              COLUMN        1437       3518       4955
               TOTAL        29.0       71.0      100.0

RAW CHI SQUARE =    74.31139 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.12246
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* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   QTFOUR8   Q24.8 LIBRARY FACILITIES                                   BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                         COLINT
               COUNT    I
             COL PCT    ICOLLEGES  INSTITUT    ROW
                        I          ES         TOTAL
                        I       1  I       2  I
QTFOUR8         --------I----------I----------I
                   0    I    190   I    211   I    402
                        I   13.2   I    6.0   I    8.1
                       -I----------I----------I
                   1    I    847   I   1788   I   2634
  SATISFIED             I   58.9   I   50.8   I   53.2
                       -I----------I----------I
                   2    I    145   I    162   I    307
  DISSATISFIED          I   10.1   I    4.6   I    6.2
                       -I----------I----------I
                   3    I    116   I    540   I    656
  NO OPINION            I    8.1   I   15.3   I   13.2
                       -I----------I----------I
                   4    I    139   I    818   I    957
  NOT APPLICABLE        I    9.7   I   23.2   I   19.3
                       -I----------I----------I
              COLUMN        1437       3518       4955
               TOTAL        29.0       71.0      100.0

RAW CHI SQUARE =   267.54858 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.23237
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* * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   QTFOUR8   Q24.8 COURSE OR PROGRAM ADVISING                   BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
             COUNT   I
           COL PCT  ICOLLEGES INSTITUT    ROW
                     I          ES        TOTAL
                     I       1  I      2  I
QTFOUR8     --------I---------I---------I
                 0  I    188  I    208  I    396
                    I   13.1  I    5.9  I    8.0
                   -I---------I---------I
                 1  I    694  I   1594  I   2288
  SATISFIED         I   48.3  I   45.3  I   46.2
                   -I---------I---------I
                 2  I    225  I    545  I    770
  DISSATISFIED      I   15.7  I   15.5  I   15.5
                   -I---------I---------I
                 3  I    196  I    707  I    903
  NO OPINION        I   13.6  I   20.1  I   18.2
                   -I---------I---------I
                 4  I    134  I    463  I    597
  NOT APPLICABLE    I    9.4  I   13.2  I   12.1
                   -I---------I---------I
           COLUMN      1437      3518      4955
            TOTAL      29.0      71.0     100.0

RAW CHI SQUARE =   103.17670 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.14430


* * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   QTFOUR10  Q24.10 CAREER COUNSELLING                          BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
             COUNT   I
           COL PCT  ICOLLEGES INSTITUT    ROW
                     I          ES        TOTAL
                     I       1  I      2  I
QTFOUR10    --------I---------I---------I
                 0  I    193  I    204  I    397
                    I   13.4  I    5.8  I    8.0
                   -I---------I---------I
                 1  I    487  I   1040  I   1527
  SATISFIED         I   33.9  I   29.6  I   30.8
                   -I---------I---------I
                 2  I    231  I    596  I    827
  DISSATISFIED      I   16.1  I   16.9  I   16.7
                   -I---------I---------I
                 3  I    281  I    892  I   1173
  NO OPINION        I   19.5  I   25.4  I   23.7
                   -I---------I---------I
                 4  I    245  I    786  I   1031
  NOT APPLICABLE    I   17.1  I   22.3  I   20.8
                   -I---------I---------I
           COLUMN      1437      3518      4955
            TOTAL      29.0      71.0     100.0

RAW CHI SQUARE =   108.97768 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.14830


* * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
   QTFOUR11  Q24.11 JOB PLACEMENT SERVICES                      BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      COLINT
             COUNT   I
           COL PCT  ICOLLEGES INSTITUT    ROW
                     I          ES        TOTAL
                     I       1  I      2  I
QTFOUR11    --------I---------I---------I
                 0  I    201  I    240  I    440
                    I   14.0  I    6.8  I    8.9
                   -I---------I---------I
                 1  I    169  I    434  I    603
  SATISFIED         I   11.8  I   12.3  I   12.2
                   -I---------I---------I
                 2  I    335  I    423  I    757
  DISSATISFIED      I   23.3  I   12.0  I   15.3
                   -I---------I---------I
                 3  I    272  I    926  I   1198
  NO OPINION        I   18.9  I   26.3  I   24.2
                   -I---------I---------I
                 4  I    461  I   1495  I   1956
  NOT APPLICABLE    I   32.1  I   42.5  I   39.5
                   -I---------I---------I
           COLUMN      1437      3518      4955
            TOTAL      29.0      71.0     100.0

RAW CHI SQUARE =   194.74435 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.19825
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* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   QTFOUR12  Q24.12 OVERALL QUALITY OF PROGRAM            BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
            COUNT  I
          COL PCT  ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I     1  I     2  I
QTFOUR12  ---------I--------I--------I
                 0 I    178 I    199 I    378
                   I   12.4 I    5.7 I    7.6
                  -I--------I--------I
                 1 I   1001 I   2656 I   3656
  SATISFIED        I   69.6 I   75.5 I   73.8
                  -I--------I--------I
                 2 I    157 I    309 I    466
  DISSATISFIED     I   10.9 I    8.8 I    9.4
                  -I--------I--------I
                 3 I     86 I    300 I    386
  NO OPINION       I    6.0 I    8.5 I    7.8
                  -I--------I--------I
                 4 I     15 I     54 I     69
  NOT APPLICABLE   I    1.0 I    1.5 I    1.4
                  -I--------I--------I
            COLUMN     1437     3518     4955
             TOTAL     29.0     71.0    100.0

RAW CHI SQUARE =    81.75075 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.12845

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   Q25       JOB OPPORTUNITIES WHEN FIRST ENROLLED        BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
            COUNT  I
          COL PCT  ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I     1  I     2  I
Q25       ---------I--------I--------I
                 0 I    186 I    216 I    402
                   I   12.9 I    6.1 I    8.1
                  -I--------I--------I
                 1 I    554 I   1510 I   2064
  AMPLE JOBS-LOCAL I   38.6 I   42.9 I   41.7
                  -I--------I--------I
                 2 I    103 I    105 I    208
  AMPLE JOBS-ELSEW I    7.2 I    3.0 I    4.2
                  -I--------I--------I
                 3 I     30 I     87 I    117
  BC JOBS SCARCE   I    2.1 I    2.5 I    2.4
                  -I--------I--------I
                 4 I    158 I    361 I    518
  JOBS SCARCE      I   11.0 I   10.3 I   10.5
                  -I--------I--------I
                 5 I    407 I   1240 I   1646
  NO OPINION       I   28.3 I   35.2 I   33.2
                  -I--------I--------I
            COLUMN     1437     3518     4955
             TOTAL     29.0     71.0    100.0

RAW CHI SQUARE =   121.25846 WITH     5 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.15644

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
   Q26       WILLING TO MOVE FOR RELATED JOB?             BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                    COLINT
            COUNT  I
          COL PCT  ICOLLEGES INSTITUT   ROW
                   I         ES         TOTAL
                   I     1  I     2  I
Q26       ---------I--------I--------I
                 0 I    169 I    171 I    340
                   I   11.8 I    4.9 I    6.9
                  -I--------I--------I
                 1 I    363 I    996 I   1359
  NOT APPLICABLE   I   25.3 I   28.3 I   27.4
                  -I--------I--------I
                 2 I    272 I    471 I    743
  YES              I   18.9 I   13.4 I   15.0
                  -I--------I--------I
                 3 I    306 I    838 I   1144
  YES,DEPENDS WHER I   21.3 I   23.8 I   23.1
                  -I--------I--------I
                 4 I    327 I   1042 I   1369
  NO               I   22.7 I   29.6 I   27.6
                  -I--------I--------I
            COLUMN     1437     3518     4955
             TOTAL     29.0     71.0    100.0

RAW CHI SQUARE =   115.18738 WITH     4 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.15247
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* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
    QTSEVEN   FUTURE EDUCATIONAL PLANS                            BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                          COLINT
               COUNT   I
             COL PCT  ICOLLEGES INSTITUT   ROW
                      I          ES        TOTAL
                      I     1  I     2  I
QTSEVEN          -----I--------I--------I
                    0 I  5398  I 12830  I  18228
                      I  75.1  I  72.9  I  73.6
                     -I--------I--------I
                    1 I   623  I  1709  I   2332
   FURTHER EDUCATIO I   8.7  I   9.7  I    9.4
                     -I--------I--------I
                    2 I   465  I  1121  I   1586
   KEEP UP-TO-DATE  I   6.5  I   6.4  I    6.4
                     -I--------I--------I
                    3 I   410  I  1313  I   1723
   EDUC-OTHER FIELD I   5.7  I   7.5  I    7.0
                     -I--------I--------I
                    4 I   251  I   522  I    773
   GENERAL INTEREST I   3.5  I   3.0  I    3.1
                     -I--------I--------I
                    5 I    39  I    94  I    133
   NO MORE TRAINING I   0.5  I   0.5  I    0.5
                     -I--------I--------I
              COLUMN     7186     17589     24775
               TOTAL     29.0      71.0     100.0

RAW CHI SQUARE =    36.25743 WITH     5 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.03825
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* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * *
    Q27R       QUESTION 27 RECODED                                BY  COLINT    COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                          COLINT
               COUNT   I
             COL PCT  ICOLLEGES INSTITUT   ROW
                      I          ES        TOTAL
                      I     1  I     2  I
Q27R          --------I--------I--------I
                    1 I   150  I   128  I    277
   NO RESPONSE        I  10.4  I   3.6  I    5.6
                     -I--------I--------I
                    2 I  1288  I  3390  I   4678
   SOME RESPONSE      I  89.6  I  96.4  I   94.4
                     -I--------I--------I
              COLUMN     1437      3518      4955
               TOTAL     29.0      71.0     100.0

CORRECTED CHI SQUARE =     87.47618 WITH 1 DEGREE OF FREEDOM.  SIGNIFICANCE =  0.0000
      RAW CHI SQUARE =     88.75468 WITH 1 DEGREE OF FREEDOM.  SIGNIFICANCE =  0.0000
PHI =    0.13384
```

Note: Since multiple responses to this question were acceptable, percentages in the upper portion of the table reflect % responses rather than % respondents. The lower portion of the table provides the actual number of individuals responding to the question (option 2 "some response").

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* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * *
     Q28        FUTURE INSTITUTION                                  BY  COLINT     COLLEGES OR INSTITUTIONS
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

               COLINT
         COUNT I
       COL PCT ICOLLEGES INSTITUT    ROW                                    I
               I          ES        TOTAL                                  ICOLLEGES INSTITUT    ROW
               I     1  I     2  I                                         I          ES        TOTAL
Q28    --------I--------I--------I                                         I     1  I     2  I
            0  I   481  I  1142  I   1623                                  I--------I--------I
               I  33.5  I  32.5  I   32.8                              22  I    12  I     9  I     21
              -I--------I--------I                  EMILY CARR             I   0.8  I   0.3  I    0.4
            1  I    49  I    17  I     66                                 -I--------I--------I
  CAMOSUN      I   3.4  I   0.5  I    1.3                              23  I     1  I     2  I      3
              -I--------I--------I                  JUSTICE                I   0.1  I   0.1  I    0.1
            2  I    59  I    12  I     71                                 -I--------I--------I
  CAPILANO     I   4.1  I   0.3  I    1.4                              24  I     0  I     8  I      8
              -I--------I--------I                  MARINE                 I   0.0  I   0.2  I    0.2
            3  I    42  I    14  I     56                                 -I--------I--------I
  CARIBOO      I   2.9  I   0.4  I    1.1                              25  I    13  I    75  I     88
              -I--------I--------I                  OPEN LEARNING          I   0.9  I   2.1  I    1.8
            4  I    73  I    36  I    109                                 -I--------I--------I
  DOUGLAS      I   5.1  I   1.0  I    2.2                              26  I     8  I    47  I     54
              -I--------I--------I                  PVI                    I   0.5  I   1.3  I    1.1
            5  I    49  I     4  I     53                                 -I--------I--------I
  EAST KOOTENAY I  3.4  I   0.1  I    1.1                              31  I    43  I   162  I    204
              -I--------I--------I                  SIMON FRASER           I   3.0  I   4.6  I    4.1
            6  I    42  I     9  I     51                                 -I--------I--------I
  FRASER VALLEY I  2.9  I   0.3  I    1.0                              32  I    72  I   323  I    395
              -I--------I--------I                  U.B.C.                 I   5.0  I   9.2  I    8.0
            7  I    34  I    36  I     70                                 -I--------I--------I
  KWANTLEN     I   2.4  I   1.0  I    1.4                              33  I    44  I    27  I     71
              -I--------I--------I                  U. VICTORIA            I   3.1  I   0.8  I    1.4
            8  I    47  I    13  I     60                                 -I--------I--------I
  MALASPINA    I   3.3  I   0.4  I    1.2                              44  I     3  I     0  I      3
              -I--------I--------I                  TRINITY WESTERN        I   0.2  I   0.0  I    0.1
            9  I     3  I    10  I     14                                 -I--------I--------I
  NEW CALEDONIA I  0.2  I   0.3  I    0.3                              45  I     2  I     2  I      4
              -I--------I--------I                  KNOWLEDGE NETWOR       I   0.1  I   0.1  I    0.1
           10  I    23  I     2  I     25                                 -I--------I--------I
  NORTHERN LIGHTS I 1.6 I   0.0  I    0.5                              46  I     8  I     1  I      9
              -I--------I--------I                  DAVID THOMPSON         I   0.6  I   0.0  I    0.2
           11  I    39  I     2  I     41                                 -I--------I--------I
  NORTH ISLAND I   2.7  I   0.1  I    0.8                              47  I    21  I    35  I     56
              -I--------I--------I                  OTHER BC INST          I   1.5  I   1.0  I    1.1
           12  I     4  I     2  I      6                                 -I--------I--------I
  NORTHWEST    I   0.3  I   0.1  I    0.1                              51  I    38  I    29  I     67
              -I--------I--------I                  ALBERTA                I   2.6  I   0.8  I    1.3
           13  I    76  I     8  I     85                                 -I--------I--------I
  OKANAGAN     I   5.3  I   0.2  I    1.7                              52  I    30  I    63  I     93
              -I--------I--------I                  OTHER PROVINCE         I   2.1  I   1.8  I    1.9
           14  I    17  I     5  I     22                                 -I--------I--------I
  SELKIRK      I   1.2  I   0.2  I    0.4                              53  I     5  I     1  I      5
              -I--------I--------I                  WASHINGTON             I   0.3  I   0.0  I    0.1
           15  I    18  I    68  I     86                                 -I--------I--------I
  VANCOUVER    I   1.3  I   1.9  I    1.7                              54  I    11  I    21  I     32
              -I--------I--------I                  OTHER U.S. STATE       I   0.8  I   0.6  I    0.7
           21  I    64  I  1316  I   1380                                 -I--------I--------I
  BCIT         I   4.5  I  37.4  I   27.8                              55  I     6  I    18  I     24
              -I--------I--------I                  OUTSIDE CAN & US       I   0.4  I   0.5  I    0.5
                                                                          -I--------I--------I
                                                                  COLUMN      1437      3518      4955
                                                                   TOTAL      29.0      71.0     100.0

   13 OUT OF     68 ( 19.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  0.913
RAW CHI SQUARE =  1426.98561 WITH    33 DEGREES OF FREEDOM.  SIGNIFICANCE =  0.0000
CRAMER'S V =  0.53665
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APPENDIX A.2

CAREER/TECHNICAL PROGRAMS BY DISCIPLINE CLUSTER

Career/Technical programs included in this study were grouped, for provincial reporting purposes, using the first two digits of the Post-Secondary Discipline Classification (P.D.C.) coding scheme (ie. the Discipline Cluster).

Within each Discipline Cluster, programs were identified as 1-year college and institute, 2-year college and institute, BCIT day or BCIT Night programs. Certain college programs which carry "transfer credit" after one year to BCIT have been defined as one year programs.

Career/Technical programs not in operation as of September, 1981 were not included. Programs under the jurisdiction of the Occupational Training Council were included, along with those under the jurisdiction of the Academic Council.

Wherever possible, the grouping was done in accordance with the wishes of individual institutions. In a few cases, however, certain programs listed as Career/Technical by the individual institution were omitted from the provincial groupings. This was done for programs whose duration was listed in the institution's calendar as being less than eight months. These programs were considered by the Research Team as occupational rather than Career/Technical, and were therefore excluded.

CAMOSUN	P.D.C.	Year Length
Civil and Sturctural Technology	2111	1
Surveying Technology	2112	1
Electrical/Electronics Technology	2211	2
Accounting	3120	2
Administration	3130	2
Public Administration	3150	2
Marketing	3160	2
Finance/Insurance/Realty	3170	2
Communication Arts	3300	2
Hotel/Restaurant Management	3421	2
Criminal justice	4111	2
Nursing	4210	2
Medical Laboratory Technology	4333	1
Fine Arts	5110	2
Music	5124	2
Computer Sciences	5420	2
CAPILANO		
Accounting Related	3121	2
Management Related	3131	2
Marketing Related	3161	2
Computer Systems	3181	2
Secretary	3213	2
Administrative Assistant	3214	2
Applied Communications	3310	1
Media Resources	3313	2
Graphic Arts	3342	2

CAPILANO (continued)	P.D.C.	Year Length
Legal Assistant	4115	2
Recreation Leadership	4160	2
Early Childhood Education	4411	2
Fine Arts	5110	2
Music	5124	2
Crafts	5171	2
Fashion	5181	2
CARIBOO		
Accounting	3120	2
Accounting - Evening	3120	1
Business Management	3131	2
Business Administration	3132	2
Business Administration - Evening	3132	1
Computer Systems	3180	2
Communications Media	3313	1
Social Services Worker	4141	1
Leisure & Recreation	4160	2
Nursing	4210	2
Medical Lab	4333	2
Respiratory Technology	4334	2
DOUGLAS		
Construction	2510	2
Construction	2510	1
Accounting	3120	2
Business Administration	3132	2
Financial Management	3151	2

DOUGLAS (continued)	P.D.C.	Year Length
Marketing	3161	2
Supervisory Management	3171	2
Data Processing	3181	2
Building Management	3193	2
Retail	3195	2
Basic Office Training	3210	1
Bookkeeping	3221	1
Communications	3310	2
Criminal Justice	4111	2
Fire Science	4130	1
Human Service Worker	4141	1
Human Service-Alcohol and Drugs	4143	1
Child Care Worker	4144	1
Mental Retardation Worker	4145	1
Recreation	4161	1
Nursing	4210	2
Nursing	4210	1
Psychiatric Nursing	4220	2
Post-Basic Nursing	4230	1
Long Term Care	4260	2
Homemaker	4280	1
Dental Assistant	4321	1
Early Childhood Education	4411	1
Theatre	5121	1
Music	5124	2

EAST KOOTENAY

Electronics Technician	2211	2
Business Administraion	3100	2

EAST KOOTENAY (continued)	P.D.C.	Year Length
Mental Retardation	4145	1
Computer Science	5421	1

FRASER VALLEY

Business Management	3100	2
Marketing	3160	2
Legal and Social Services	4100	2
Criminal Justice	4111	2
Social Services	4141	2
Library Technician	4431	2

KWANTLEN

Accounting	3120	2
Business Administration	3132	2
Financial Management	3151	2
Marketing	3161	2
Supervisory Management	3171	2
Retail	3195	2
Communications	3310	2
Graphic Arts	3340	2
Visual Arts	3342	2
Criminal Justice	4111	2
Interior Design	5112	2
Fashion	5181	2
Micro-Computers	5420	1

MALASPINA	P.D.C.	Year Length
Forestry	1211	2
Fish Culture	1410	2
Energy Systems	2143	2
Electronics	2211	2
Accounting	3112	1
Business Administration	3131	2
Public Administration	3151	2
Marketing	3161	2
Financial Management	3173	2
Administrative Management	3214	2
Hotel/Restaurant	3421	2
Social Services	4141	1
Leisure Services	4161	2
Medical Lab Technician	4333	1
Early Childhood Education	4411	1
Fine Arts	5110	2
Theatre	5121	2
Music	5124	2

NORTH ISLAND		
Business Administration	3100	1
Long Term Care	4260	2
Early Childhood Education	4411	1

NORTHERN LIGHTS	P.D.C.	Year Length
Agriculture	1100	2
Business Administration	3100	1
Business Training	3200	1
Fine Arts	5100	1
Theatre	5120	1

NORTHWEST		
Human Services Worker	4141	2
Early Childhood Education	4411	2

OKANAGAN		
Civil Engineering	2111	2
Electronic/Engineering Technology	2211	2
Business Administration	3131	2
Nursing	4210	2
Early Childhood Education	4411	2
Fine Arts	5110	2

SELKIRK		
Forestry	1211	2
Wildland Recreation	1212	2
Aviation	1511	2
Electrical/Electronics	2211	2
Business Administration	3131	2

SELKIRK (continued)	P.D.C.	Year Length
Communications	3310	2
Nursing	4210	2
Fine Arts	5110	2
Theatre	5121	2
Music	5124	2
Ceramics and Sculpture	5160	2

VANCOUVER

Marine	1401	2
Accounting	3120	2
Small Business	3132	1
Public Administration	3150	2
Public Administration	3153	2
Marketing and Sales	3161	2
Data Processing	3181	2
Court Reporter	3243	2
Journalism	3311	2
Photo Tech.	3332	2
Food Service Tech.	3441	2
Criminal Justice	4111	2
Welfare Aide	4141	1
RN Qualifying	4242	2
Early Childhood Education	4411	2
Teacher Assistant	4413	1
Library Tech.	4431	2
Physical Education	4441	2
Fine Arts	5110	2
Theatre Arts	5121	2
Art in Merchandising	5180	2

BCIT	P.D.C.	Year Length
Landscape	1112	N
Forestry	1210	D+N
Forest Products	1241	D
Natural Gas and Petroleum	1311	D
Mining	1312	D+N
Metallurgy	1340	D+N
Civil and Structural	2111	D+N
Survey	2112	D+N
Biological Science	2145	D
Recreation Facilities Management	2146	D
Electronics	2211	D+N
Instrumentaton	2240	N
Mechanical Technology	2311	D+N
Building Technology	2510	D+N
Business Administration	3131	D+N
Operations Management	3132	D+N
Financial Management	3151	D+N
Marketing	3161	D+N
Computer	3180	D+N
Broadcast Communications	3312	D+N
Hospitality/Tourism	3420	D+N
Hotel/Restaurant	3421	N
Psychiatric Nursing	4220	D
Biomedical Electronics	4330	D
Nuclear Medicine	4331	D
Medical Radiography	4332	D
Medical Lab	4333	D
Medical Sonography	4335	D
Health Technology	4350	D
Environmental Health	4351	D
Health Information	4352	D+N

EMILY CARR	P.D.C.	Year Length
Film and Film Animation	3331	2
Photography	3332	2
Graphic Design	3342	2
Foundation	5111	2
Interdisciplinary	5116	2
Painting and Drawing	5143	2
Printmaking	5150	2
Ceramics	5161	2
Sculpture	5162	2

OPEN LEARNING INSTITUTE		
Electronics	2211	1
Construction	2510	1
Business Administration	3100	1
Secretarial/Office Management	3210	1
Hospitality	3420	1
Written Communication	5620	1

APPENDIX A.3

SELECTED VERBATIM COMMENTS FROM STUDENTS

In response to the questionnaire item, "Your comments are invited" many students wrote in a wide range of comments. The following are a few of the more interesting responses, reproduced verbatim. (Grammatical, spelling and punctuation reproduced as written by the respondents.)

NOTE: The following examples of verbatim comments from students are presented as evidence of some of the disparate reasons why students enroll in career/technical courses; the variety of personal backgrounds; and the particular student concerns.

It must be emphasized that the comments are not intended to reflect an evaluation of the institutions. While students offered both positive and negative reaction to post-secondary institutions, no attempt has been made to representatively sample such viewpoints. The comments are intended only to dramatize the interpretations presented earlier in the report.

Female, 35 to 44 years

"If I had understood the differences between "Community College", "Institute", and "Public University", I would not have attended BCIT. It would have been nice to have had some guidance in choosing the proper course to meet the objectives I had."

Female, 25 to 29 years

"The education cut backs have caused many problems for teachers and students alike. In Sep. of 1981 I enrolled in a program that was to take 2 years (part-time) to complete. The first practicum was cut back severely and then in Sep. 1982, the only courses offered were ones I had already taken. Yet more people (new) were accepted into the program and offered first-year subjects!! Now the summer semester has been eliminated resulting in the practicums being scheduled in the spring. All of this means that my 2 year program now will take me 4 years to complete!"

Female, 25 to 29 years

"A more direct and thorough approach to career planning in the senior levels of high school (at the very latest). Career seminars & courses required to prepare for this goal. There is too much "drifting", dissatisfaction because of low grade, or no direction for those with high grade. "I don't know what I want to do."

More concern and boundaries should be set & not just offered to those who "appear" interested, but be made mandatory to all students in class lectures or seminars. Many seem to lack the initial motivation. Hence, let all student be made aware of all facets of trade & profession. Divide these into actual careers - research, etc.

More individual time should be spent with the student (mandatory). Constant re-evulation of current job market, etc."

Male, 30 to 34 years

"I returned to school @ the age of 30. Shortly after entering school I was offered the job I currently have. I believe that my decision to go back to school greatly influenced my employers decision."

Female, over 64 years

"As I am a senior citizen many of the questions do not apply. Being able to participate in the College Art classes was something I had never dreamed possible. They have been of great benefit to me and I believe the community. I hope to take more."

Female, 20 to 24 years

"I find this questionaire is inadequate to express my true feeling on education. If this is to decide to cut Liberal arts in community colleges my answer would be NO. I feel you are using statistics to try to decide an emotional issue & that is wrong. Community Colleges are to give people freedom to choose there career & changing it to only planned programs will cut a persons freedom of choice!"

Female, 20 to 24 years

"I never completed my 2 courses. I'm still undecided on my career, but one main reason for taking the courses were to plan my future.

I was impressed with my tutorers. They were very reliable.

I am presently employed full time but I'm planning on taking night classes in the future."

Female, 35 to 44 years

"Re: Question #8

I could not have moved. However, as my program was not offered here in the Lower Fraser Valley. I commuted 120 miles a day 5 days a week for one calendar year."

Female, 30 to 34 years

"I am very annoyed at the closure of Kwantlen Langley Campus. We were assured of availability of courses (Accounting & Business) at Surrey Campus prior to Langley Campus closure but none were offered that applied to my level of courses completed, not even first semester or second semester courses required for an Accounting Diploma (nite classes). I hope that this will be rectified in the near future."

Female, 20 to 24 years

"I would like to see in a Community of this size - 24,000, a college that has more to offer than it does. Instead of just introduction courses in certain fields, they should be able to offer courses equivalent to technical schools in their 1st or 2nd year of that course. I think a major problem for kids these days is the high expense to further their education off the island. It would be a tremendous asset if people could get a deg. on a part time basis while still be able to work part of full-time."

Male, 55 to 64 years

"The O.L.I. should have instructor for courses on the Van Island - Victoria area, would save on long distance calls - the lady I had was very good, but she lived on mainland."

Male, 20 to 24 years

"I hope that the B.C. Ministry of Education will use the information gathered in this Research study to improve the quality of Post-secondary education and not as a tool or excuse to further impair its existing status."

Male, 20 to 24 years

"After completing my program (at Malaspina College) I walked right into a full-time job, although it is seasonal. I am now about to start my third consecutive term at this place of employment, although the management has changed each year. I believe my training was an invaluable asset in my success.-But, I am annoyed that I had to go to Nanaimo for my 2 years training, as B.C.I.T., would not accept me, stating that I was too young. I was 17 at the time. I lost thousands of dollars having to go to Nanaimo, instead of staying at home, free, and going to B.C.I.T. it was not fair, at all!!! P.S. I am pleased that someone is taking the time to do this research - good luck!"

Female, 20 to 24 years

"I enjoyed my two years at Douglas College, the teaching and subject content was good, however I feel the Career Counselling is very limited in Douglas and in other Post Secondary Institutions. I feel that is important to me and others I have spoken to who have or are now attending an institution. When I refer to Career Counselling I mean before the individual begins his/her post secondary education and after they have completed it. Suggestions should be made of how to go about finding a job."

Female, 35 to 44 years

"My career program was intense, I feel it taught me the basics for what I needed in my profession. It was not realistic as far as job opportunities & it did not stress that we would have to create job discriptions. I guess what I'm trying to say is that it did not give many of us the knowledge we needed to sell the profession to prospective employers. You needed maturity & prior experience & luck to make it in the job market."

Female, 35 to 44 years

"It is about time people in smaller communities have the opportunity to participate in post-secondary education. I would definitely support further programs and would not be opposed to paying larger tuitions. I hire individuals who could benefit from many other courses especially in field of Buis Admin - as an employer I feel this is an area greatly neglected in many degree & post secondary programs."

Female, 35 to 44 years

"I was generally satisfied with the adequacy of instruction and subject content of courses in my programme. However, it being a career programme, many courses were planned and instructed by persons experienced in the field but untrained as educators, thus pointing to a need for stricter guidelines re choice of personnel, course content, teaching methods, teaching aids, etc."

Male, 35 to 44 years

"Inability to smoke in exam rooms caused me to flunk one course. I think it's discriminatory regardless of fire rules & regulations. Future attendance at OLI would depend on whether rule was relaxed."

Male, 35 to 44 years

"Comments. Section C

In spite of hundreds of applications I have placed for employment in the past eleven months, I have worked as a replacement cashier for three weeks. That is my total employment record.

I want to make a comment about the college I attended that I will leave to your judgement as to its' worth in your current survey.

When I first contacted the college, one of my questions was to do with what value was this business administration diploma in entering the labour market. And the reply was "It equals the first three years educational requirements of the CGA and RIA programmes. This comment (statement) was made twice more by instructors during my stay at the college. The last one was made with the suggestion that we include that statement on our job application.

I sat across from the partner of an accounting firm as he examined my job application. He handed my application back and said "You are talking to the wrong person. Your years at college do NOT equal the first three years educational requirements of the CGA programme. All you have are a few exemptions." And he absolutely refused to discuss my education any further.

I did not remove the offending statement from my application. I had worked too hard for that diploma. And it was only a few weeks before it was discussed again.

"Who told you that your college diploma equals the first three years of CGA?" the accountant asked.

"The instructors at the college, and they produced a letter from the CGA Association to prove it" I said.

"No way. The diploma is not equal". And he went on to suggest that the college has to sell it's programmes, it must market itself. And they had - to me.

This time I believed it. I would remove that statement from my application. But I also feel resentment. Why did the College make that statement when it is not true? The instructors are all qualified CA's, CGA's or RIA's. Why do they make statements that are not acceptable to their collegues in the accounting profession?

One last comment. I asked the accountant I last contacted, and who convinced me to drop that statement, what I should do about improving my application. He replied that I should purchase an electric calculator and learn the correct hand position. Learn to operate that calculator without even looking at it. "That would mean far more to me than some of the courses you list on your application" he said."

Female, 35 to 44 years

"I see no reason why some subjects eg English, Economics taught with career courses could not be university transfer courses to allow those who wish to continue in commerce especially at university to do so without having to repeat courses."

Male, 35 to 44 years

"As axilaries we had to pay our own way through these courses, in my case over $1,000.00 with gas, food, etc. on a part time basis. Our union advised us not to attend anymore courses as they would not be recognized. ie - senority, job security, etc.

People who COULD AFFORD ALL $ FEES plus attend on a full time basis could come to our institute and recieve TOP increases. PAY. $. Bumping some unfortunate part time worker out of his/her Job. Security."

Female, 25 to 29 years

My largest problem was that the course was mailed late & that put me behind right from the start & as I am a full-time homemaker I simply couldn't get enough time to catch up. Also, I found I made a mistake at the beginning but kept making it since I'd go in fits & starts & have 2 or 3 sets of questions sent in before I got the first back. I don't see what could be done about that but it was a problem for me."

Female, 30 to 34 years

"I would like to see more opportunities and course offerings for part time students (night classes) I felt that priority was given to full time students while I was attending my program. I am looking forward to returning to college in the future on a part time basis - hopefully there will be opportunities in my field - Retail Merchandising."

Female, 20 to 24 years

"I completed the 2 year (5 semester) Early Childhood Education program at OK College. It was an excellent, fulfilling course that was packed with a lot of super curriculum balanced with practicum in preschool Centers. I completed the course very confident to work in the field of E.C.E. It has been recently brought to my attention that the E.C.E. course is being degraded to a 10 month vocational training course. This is very upsetting to me as I Know that any less training would NOT provide the essential skills needed for supervising quality daycare in our province. Please hear this!"

Male, 20 to 24 years

"I find it quite ironic to have to go to Kamloops to take a horticultural course when I live in the horticultural centre of the interior (Kelowna). There certainly must be enough demand in the feild to have the course set up in a more practical location."

Female, 25 to 29 years

"If Fraser Valley College hadn't been as close as it was, I don't think I would have returned to further my education.

I was able to live at home and pay my own way through college.

It's my wish to further my education but money is a problem. I wish I lived closer to other institutions."

Male, 25 to 29 years

"Generally, I think the post-secondary education available is satisfactory, in regard to quality. I feel the reason why people do not have jobs in thier field of training is largely due to a definate lack in career counselling and job forcasting. More emphasis is required in promoting job skills where jobs are available."

Male 25 to 29 years

"For a married person to go to school, is now almost out of the question - Financially it will take me 3 or 4 years to recover from one year at school."

Male, 30 to 34 years

"I began taking courses through O.L.I. mainly for general interest. The content of the electronics courses I took were so interesting to me that I quit my job of ten years and went back to school full time. I attended Cariboo College for one year and graduated, with honours, from the Computer Maintenance Program. I am presently employed as an apprentice mechanic working with computer equipment & happy with my decision."

Female, 30 to 34 years

"I do not educate myself just to be employed & work at a job. I attend school to learn how to learn. Rather than be employed, I seek to create a market for the skills I have developed & will develop. I attended school to understand more fully how I work & to improve my work habits.

I wish more information regarding this follow-up study had been provided.

Perhaps a career/technical/employment study would not be necessary, were young people directed to consideration of their life's work, rather than how to earn a living."

Female, 20 to 24 years

"I found that I was not ready for college at the age of 18 years. I was too immature in the respect I saw college as the same as high school.

Young people should get out on their own for 2 years, perhaps more, in order to handle responsibility and really find out what they want.

Although I was out of high school working for one year I found it was not enough. Luckily I understand now and can correct things. Education is the main part of one's life. If only students could realize that at a younger age."

Male, 30 to 34 years

"I am thrilled to be able to go to Northern Lights College as I did not finish my Ed.

Staff were more than efficient, friendly and helpful."

Female, over 64 years

"I enjoyed the writers course for old folks. It was grand being with others who enjoyed writing.

Last fall when the course started I was far from well. I'm 79 yrs old, and think that it is wise to stop now. Will continue to write though my stories come back like homing pidgeons."

Male, 20 to 24 years

"Do not cut funding for the East Kootenay Community College as it is all we have. The alternatives are correspondence and going out of town. Not many people find correspondence useful and even less can afford moving.

Besides the quality of education at the College beats those universities. A class of 30 has a better chance of getting questions answered than a class of 120."

Female, 18 to 19 years

"I am enrolled in the Nursing (RN) program at Douglas College and I have been waiting almost 2 yrs. Don't you think they should open more schools or enlarge the classes? thats an awful long time to wait for a career!!"

Female, 20 to 24 years

"I left college due to an injury. It has been 2 years since and there is still not a vacancy in the program. Douglas College has made no attempt to help nor accomadate me. I was an 85% average student! I've got nothing but a bunch of sour grapes for them!!"

Male, 20 to 24 years

"You should not offer 1/2 a course in one city & have to move to another to complete it. If you offer a course you should give the whole thing!"

Male, 20 to 24 years

"I'd rather work than collect UIC or Welfare but having to take a job for less than 1/2 my old pay tells me something about current situation. Little publicity was given in high school or at the post-secondary institutions I attended as to what is required to fit into the programmes. Also the severe lack of nighttime vocational electronics or computer courses outside the Lower Mainland penalizes the people (1/2 the population of B.C. I believe) who don't live there."

Female, 30 to 34 years

"Although I thoroughly enjoyed the stimulation of competition with the younger students (18-20 yrs) I found that their general lack of maturity regarding application to studies, i.e. group projects, seminars, lectures, etc., disruptive and counterproductive.

Additionaly, counselling services were lacking for mature students and our special requirements.

Is it not possible to design courses/programs for the mature student who has returned to an educational institute for certificate/diploma after several years work/career/technical/life skills have been aquired."

Male, 25 to 29 years

"In my opinion; as an ex inmate (incarceration within the Federal Penitentiary System), I whole heartedly support and advocate off campus and extension courses in to these above institutions. The programs are possibly the greatest reabilitative format available within this criminal justice system."

Female, 25 to 29 years

"Re: Question 24(2) satisfied with availability of courses only because I was able to "argue" my way into them. I was enrolled in a two year career program, for which I gave up a fairly good paying fulltime job & found, after completion of 1st year, I was unable to enroll in several second year courses, due to budget cuts. It seems to me that provision for second year, or continuing, students should be assured, before allowing more new students to enter the system.

Question 26 - I would not at this point be willing to move because my husband is the main provider & is based in Victoria. However, I take my training and career path very seriously & without these ties would be willing to move."

Female, 35 to 44 years

"I thoroughly enjoyed my courses at Douglas College. Not having been in school since High School I found the atmosphere very comfortable and the instructors very capable and willing to be of any help required. For me it was a very positive experience. I would hate to see this facility not be able to adequately provide this much needed service because of no funding. How else are people to help themselves to self-sufficiency if the means are not available for them to do so."

Female, 25 to 29 years

"In my chosen field would like to see better communication skills
taught: ie Bliss
Sign Language etc.

Handicap children eyes really light up one they felt like they been heard.

In Summary - The course did not teach the vital skills needed for on the job work."

Female, 30 to 34 years

"I found the Open Learning Institute to be ideal for me as I find I do much better doing courses on my own rather than attending a College. Also, there is just enough pressure put on the person enrolled to get the assignments in on time."

Female, 55 to 64 years

"Live on Gulf Island. To take course had to travel on ferry, stay overnight & return to job in a.m. - costly.

Wish knowledge network was more widely available. Re #27. If I can get work on Van. Island I will continue to take courses, as I will move to V.I."

Female, 20 to 24 years

"I felt that alot of the course was aimed for large profit businesses. I needed to learn about small businesses."

Male, 45 to 54 years

"This information sheet not really applicable to my case.

I have been a doctor (self-employed) for 25 years and took a couple of electronic courses from Open Learning 'just for fun!'"

Female, 30 to 34 years

"My age group is generally ignored when it comes to special problems (& qualifications) when attending school.

We're treated as children by instructors that can't cope with a student who may be older than themselves - to bad they have to teach to the lowest common denominator!"

Male, 25 to 29 years

"Work/Study or Co-op programs are needed badly - employers won't hire unless previous experience.

Teachers should not have tenure - we even filed a petition to remove one teacher & absolutely nothing was done!"

Female, 35 to 44 years

"The thing that bothered me most, concerning research materials available pertaining to Indian people and their education, is the almost total lack of it. This, to me is surprising, since we as the first citizens of Canada (North America even) who are only recently receiving equal educational opportunities find it difficult to do studies on Indian education so we could better help each other to succeed in education."

Male, 20 to 24 years

"I am still trying to decide on what I want to do. I no I don't want to stay at the job I am presently at. It is totally unrewarding, it doesn't stimulate me in anyway, I am not learning anything, It's a mindless city labouring job, "depressing". I would like to take some courses in computers and if I like it try to get some sort of qualification or certificate. Future plans are to work for a while get some money, a car, my own place (rent) and take some courses at Night School There isn't much of a Night School in my community so will work till I am semi established financilly, will move, find a job anything and pursue my education."

Male, 25 to 29 years

"Short 10.000 bucks & one diploma later I'm caught without a job and certainly no promises. depressed? you bet. frustrated? you bet. and all I see for job creation is these silly forms that try to sway government opinion that all is well.

I quit a job to further my education. I certainly would have done better had I not."

Male, 20 to 24 years

"I had to quit my steady job to go to B.C.I.T. I moved 400 miles to attend. I paid for the 2-year mechanical-engineering course at B.C.I.T. out of savings and a summer job in the field. I got no grants, student loans, etc. Upon graduating my savings were exhausting. Now I'm on welfare, haven't got enough money to go very far to look for work. It's great having a career."

Female, 30 to 34 years

"I am very happy with the course I took at Kwantlen College, before I was a waitress, and knowing to well that kind of job wouldn't last, so was able to work part-time waitressing on weekends and taking L.T.C. aid, it was a long struggle but well worth it. I liked the teachers, & your high standard."

Female, 25 to 29 years

"I have recently graduated from Okanagan College in one of the two, two-year Early Childhood Education programs in this province. I believe very strongly that the full two year program is necessary in order to become a fully qualified preschool teacher. I understand that the Ministry of Education is moving this program to a ten month Vocational training course: This is really hard for me to believe! Pre-school children need highly qualified professional people to teach and care for them. A ten month course can not possibly prepare people for this extremely important job. I recommend that the Ministry of Education take a hard second look at their plans for the E.C.E. programs and that they attempt to start more two year programs, instead of eliminating the two now available. I think that the Ministry should be progressive instead of being terribly regressive."

Male, 20 to 24 years

"Further education will also depend on availlability of student assistance and job Market.

Education Location will depend on my next residency.

Overall, I was very satisfied with my course.

I feel, however, the graduates of Technical Schools still must overcome the predjudices toward a diploma ed student versus a University graduate in a high technology program, in order to be employed."

Male, 35 to 44 years

"I find increasingly harder access to computor and other high interest courses due to full time day students taking evening enrollment. As evening courses are the only option for working people, it is annoying to see the course you want filled by people from day courses using convenience, or possible course clashes as reasons to take these slots and especially so, with cut backs insuring no second or additional section will be opened no matter what the demand."

Female, 20 to 24 years

"At Douglas College the Early Childhood Ed course (part time) was cut drastically in Sept '82, no warning, therefore I am still trying to finish a 2 yr. partime program 3 yrs later. The goverment has no idea how this effects E.C.E. students because they (part time) have to be at school to work in the field. Why E.C.E.? there are jobs. They're idiots from my point of view."

Female, 20 to 24 years

"I take post-secondary Courses mostly for my own personal interest & benefit, but find they sometimes help me in my own job, even when they are not related to my field of work. I have been taking courses at N/C for the last five years and have always been satisfied."

Female, 20 to 24 years

"If not for the mature student policy I would not have been able to enter college & obtain skills ness. for employment. I was unemployed & productive. I now work full-time & study part-time & feel much better about myself.

Thank you."

Female, 25 to 29 years

"I believe community colleges should be expanded to offer more courses to adults wishing to upgrade, & more courses in the commputer field need to be offered. This year in particular, long waiting lists for almost every course occurred."

Male, 20 to 24 years

"This questionarre is poorly thought out and does not take into account the courses that deal with artistic and creative talents. I was attending the College to fulfill a creative need. I was never concerned with job prospects. In the future please attempt to use some intelligence when comprising your questionaires. If you send me another one as stupid as this I will merely burn it."

Female, 45 to 54 years

"Part-time students should be allowed in the Commercial Art Program at all collages. It would make life easier for persons employed in printing & publishing."

Female, 18 to 19 years

"I attended Northern Lights college for some night classes. I really enjoyed the material and the instructors. I am now enrolled at N.A.I.T. in Edmonton. The night courses helped me to mature and decide on what job-training I wanted and where I wanted to go to take this training."

Female, 55 to 64 years

"Being able to obtain courses at my own door-step and at my age, has been a dream come true! And I will be eternally grateful to our provincial & municipal govt's. for making this possible. I have a new lease on life - my retiring years will be marvelous and am really looking forward to putting my skills into practice - have won numerous honorable awards, as well, as being selected as artist with my work in B.C. 1st Festival of Arts '82 in Kamloops."

Female, 18 to 19 years

"I really enjoyed the program and was extremely disappointed when I was told all the courses were full."

Not stated, 30 to 34 years

"This questionnaire is typical of the complete lack of understanding of the relationship between education and jobs that is displayed by all levels of government. Sometime in the 1950's a statistician noticed that people with a high level of education had lower rates of unemployment and higher incomes than the average. Therefore, as the reasoning went, if everyone had more education, everyone would be better paid and unemployment would fall. Thus ensued a period of massive expansion of post-secondary educational facilities. The dream worked well for a while, as government absorbed most post secondary graduates into moderately well paid dull jobs. However with the present economic crisis there are simply no jobs and education or new job-training won't make any difference. Nor is there any end in sight to the present economic malaise, aside from the present weak improvement due to the Business cycle. The government may as well shut down half of the post secondary structure, after all, even computing science students and Business students, who were led to believe that they were doing everything right in comparison to the foolish Arts students, can't find jobs. So until there is a new reorganization of capitalism on a more profitable basis, or a revolution, not much can be done. People get jobs through luck, connections, and experience."

Female, 20 to 24 years

"I would have probably seen my course through (I quit) had it been offered closer to my community (ie. New Caledonia). I didn't think that that career was right for me but the expenses (living) & homesickness had a lot to do with my dropping out. I would like to see more technical programs offered at community colleges."

Female, 20 to 24 years

"The travel agent courses were not as complete as they should have been. Since I have worked in two travel agencies I have found that I was not well prepared. The courses did not include invoices, cheques, itineraries, accounting to be done in a travel agency, refunds, ticket exchanges, cruises; and the computer course I would rather take with Air Canada (5 days - $50) because it is much cheaper and more complete. The domestic air course was good but there should be a course or two dealing with the accounting side of a ticketing agency (BSP reports and travel insurance as well)."

Female, 55 to 64 years

"'Cut backs' in the health field have eliminated the employment possibility of my age group.

However the course I took (R.N. refresher) was invaluable in establishing self confidence, providing up to date information and instruction."

Female, 30 to 34 years

"Most prospective employers generally do not acknowledge that you have taken post-secondary courses - main focus tends to be on experience. They don't seem to realize that you have taken the time & effort to prepare yourself for an occupation."

Female, 25 to 29 years

"Part-time students are treated as second-class because of poor quality teachers and equipment available. Certificate programs don't carry enough weight in the business community considering the amount of money and time invested to achieve completion."

Male, 25 to 29 years

"I have done numerous jobs ranging from breaking down Theatre Sets at Granville Island to Autoclaving glassware at U.B.C. I am also a private tutor in my evening hours in Math, Chemistry and physics. Presently I am Managing a Laundromat which provides $300 a month and Rent. All this and gaining experience in Microcomputer Sales (for Institutions). Unbelievable!!"

Male, 20 to 24 years

"To the best of knowledge, Douglas College was the only institution to offer a fire science program in this province. I have found the courses I took to be extremely relevant to my occupation and I am sure that my fire science certificate secured my employment as a firefighter.

Since B.C. does not at this time have any mandatory fire training program, the quality of applicants entering this field should be of concern. As this program has now been removed from the Douglas College curriculum, many persons have no chance of obtaining any relateable education. Unfortunately their chances for employment will now be, more or less, a matter of luck."

Male, 30 to 34 years

"Education is everyones greatest asset.

My personal gain so far has been much apreciated.

Thank you."

Male, 20 to 24 years

"- course needs to be constantly up dated to keep up with industry
- instructors need to go back into industry to keep updated!! they shouldn't be allowed to stay there year after year teaching things that were top of the line in the 1960's.
- some system must be devised to better train instructors. There are too many instructors that come out of industry, have the knowledge but can't teach, they are not trained teachers."

Female, 20 to 24 years

"With regards to #12:

I have been trained on-the-job as a dental assistant and am presently enrolled in the NAIT independent program to recieve my certificate. But, my goal is to become an Elementary school teacher, which is why I am taking OLI correspondence courses to accumulate credits to transfer to U-Vic when I have enough money."

Female, 25 to 29 years

"- Library needed at Downtown Education Centre.

- Don't understand, having moved from Montreal, why one cannot obtain a Bachelor of Commerce at night (part-time) as in other provinces.

  Although the technical schools are more numerous & better recognized here - the universities seem a little behind."

Male, 45 to 54 years

"I wish very much, speaking for all shift workers, that any courses offered in the evenings or week-end be as equivalent to day courses, so students can attend either courses depending on when they can attend.

If an program at BCIT or others can be established to offer flexibity then more interested adults will enroll I'm sure."

Female, 30 to 34 years

"Don't cut back on community colleges! As a mother of two, working full time, it would be most difficult to receive futher training if I were not able to attend a community college. A classroom instructor offers much more than a correspondence course. (for me, at least)"

Female, 25 to 29 years

"I am intending to further my education but find house, family work hard to juggle. I enjoyed the work I put into learning but found my family suffered. I was surprised how easy it was to study and do well after a few years away from school. I think I took learning more seriously."

Female, 30 to 34 years

"I never expected job oportunities to arise from a fine arts training. I expect my education to make me a better artist, while working at an unrelated job to survive. Your follow up is not applicable to me nor anyone educated for the love of it."

Male, 25 to 29 years

"Manpower told me that the course I would be taking would need more people than any field he could think of. It hasn't happened yet."

Female, 25 to 29 years

"You assume that all education is geared to "established" positions - this is almost irrelevant as I have received training for a career as an artist - in other words the goal is eventually self-employment, but part time jobs in the arts "field" are necessary for sustaining this continual development process."

Male, 20 to 24 years

"The program I graduated from last year was starting to show the effects of the government cut-backs. Several things were cut out of the program, and because of this, we, the students, didn't receive all the training we should have. I thing that all programs should be run with adequate funding to offer all the training required, or should not be run at all. Thank you."

Female, 20 to 24 years

"One main reason I am unable to find permanent employment is due to my lack of experience.

I always stress in interviews that the secretarial program at Capilano College is very comprehensive, but that doesn't seem to be adequet, consequently I have been doing various temporary assignments for a personnel agency to gain experience."

Male, 20 to 24 years

"The program was lacking in one area; that of preparing students for seeking employment. Otherwise the overall goal of the program was meet.

I would like to see upgrade courses based on the program, since the field is always changing."

Female, 35 to 44 years

"I am very dissatisfied with the local college. About half the courses I have taken (8-10) over the last 4-5 years were advertised as credited courses. Upon completing these courses, at least half have not been recognized as credited and therefore I have wasted my time & money. Other people that have completed these courses with me have found the same thing. This is my main reason for not trying very hard at any further education. I was working on a Business Management Course."

Male, 20 to 24 years

"I was disappointed to find out U.B.C. wants 70% to transfer from B.C.I.T. and only 60% from all other B.C. colleges. I am being forced to go to Alberta to continue studies."

Female, 45 to 54 years

"Further courses were not available at the B.C.I.T. downtown centre."

Male, 30 to 34 years

"I would like more course information mailed to me. I do not feel that the Open Learning Institute is providing enough of this type of information. Other than the above I was satisfied with the O.L.I., especially my instructor."

APPENDIX B

CORRESPONDENCE

1. Confidentiality and Data Release Policy
2. Overview of the Longitudinal Study of Career/Technical Students
3. Formal Request to Institutions
4. Request for Student Record Data

APPENDIX B.1

Policy on Confidentiality
A Study of Career/Technical Programs

1. Research Agency

B.C. Research is an independent, non-profit organization doing contract research for clients in both the public and private sectors. B.C. Research has a great deal of experience in the area of educational planning and research and has undertaken much work on behalf of the educational community in B.C.

The research team directing the above study involves Mr. Glen Forrester, Dr. John Dennison and Dr. Gordon Jones. These individuals are well known throughout the post-secondary system, having completed numerous studies over the past decade.

B.C. Research and the research team of Forrester, Dennison and Jones acknowledge that the student data being collected must be treated as confidential. We agree to respect and protect the confidential nature of these data.

2. Proprietor of Data

Data submitted to B.C. Research by the institutions are considered the property of the submitting institution. Likewise any data prepared or processed by B.C. Research from these data. B.C. Research acts as a custodian of the files and is responsible for their security.

3. Data Release and Access

Access to the distribution of data is the privilege of the proprietor of that data and will not be granted by B.C. Research to third parties without the expressed written permission of the proprietor.

4. Unintentional Access

B.C. Research will be responsible for securing data from unintentional access. Data will be stored in computer files which are computer ID and "password" protected. B.C. Research operates its own in-house computer facilities using a VAX 11-780 computer. Access to the B.C. Research building is restricted and a security badge system is enforced. Only authorized B.C. Research staff will be permitted to handle these data.

5. Use of Data

Student data will be used for research purposes only.

Policy on Confidentiality (Continued)

Student names and addresses are required so that mailing labels may be prepared for the mailing of questionnaires and reminder notices. These will be used in the mailing of a follow-up questionnaire.

Tabulations and research reports prepared from these data files and the returned questionnaires will not identify individual students. Reporting will be done on groups of students and in aggregate form only.

Each institution will be sent copies of all materials to be mailed to students prior to the mailing taking place. Each institution will know when and how the student data files are to be utilized, before the files are accessed. As has been our practice in the past, the research team will continue to invite the participation of institutional representatives in the development of questionnaires.

APPENDIX B.2

OVERVIEW OF THE LONGITUDINAL STUDY OF CAREER/TECHNICAL STUDENTS

As of October 1979, a total of 77,102 students were reported enrolled within the community college and provincial institute system in British Columbia. Of these, some 25,288 students were enrolled in career/technical programs or courses. This represents 33% of the total non-university, post-secondary population.

Over the years, considerable time and effort has been devoted to the study of academic students, both in colleges and in the universities. Formal studies of the graduates and dropouts from the career/technical programs, however, have been minimal in B.C. and little is known about the students entering such programs or how well these programs meet their needs.

In June 1980 a major, province-wide study of career/technical students was initiated. The project, currently in progress, is being funded by the Academic Council and the B.C. Ministry of Education. It is under the direction of Glen Forrester of B.C. Research, Dr. John Dennison of the University of British Columbia and Dr. Gordon Jones of Vancouver Community College.

The study has a very strong student focus and involves all 15 community colleges and the four provincial institutes offering career/technical programs. The primary objectives for the study are to provide a provincial picture of these programs in terms of:

- the number of applicants for career/technical programs and the extent and distribution of any multiple applications on the part of individual students;

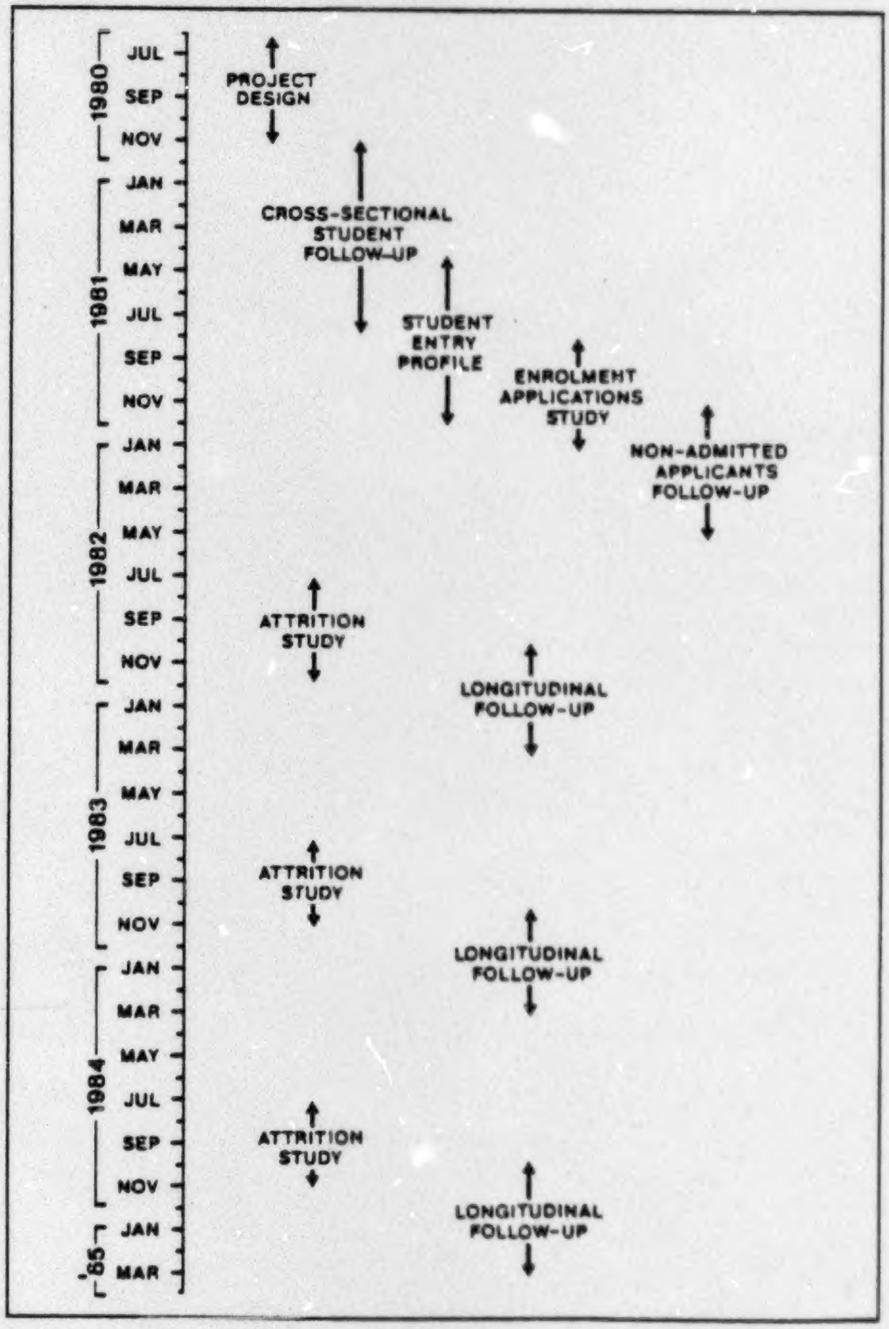
- the factors influencing students' choice of programs and institutions;

- the students' reasons for enrolling in specific programs;
- a profile of the students entering the programs, including employment background, level of previous educational attainment, and demographic characteristics;
- rates of graduation, drop-out, re-entry and transfer among institutions;
- reasons for dropping out (if applicable);
- students' experiences in finding employment after graduation or discontinuation of studies, including employment status, types of employment found and the match between program followed and employment found.

Data generated by the study will be useful at both provincial and institutional levels. Study findings will be input to planning and evaluation decisions for career/technical programs throughout the province. Specifically, the study will provide assistance in determining student demand for these programs, in planning and developing curriculum objectives and requirements, and in establishing employment status and placement rates.

The overall study is longitudinal in nature, extending over several years. It will focus on the cohort of students entering career/technical programs which began in September 1981. Student entry information will be linked to follow-up data on an individual student basis. In this way, students' progress and employment experiences can be evaluated in terms of their stated objectives and backgrounds upon entry to the programs.

Time Lines: Longitudinal Study Career/Technical Students



The first phase of the project, however, was cross-sectional in design so that student follow-up data would be available relatively quickly. This phase was completed in August 1981. The student entry profile component is reported here. Other phases of the project will take place over the next three years and include an enrolment applications study, a non-admitted applicant follow-up, an attrition study and a longitudinal student follow-up.

APPENDIX B.3

FORMAL REQUESTION TO INSTITUTIONS

B.C. RESEARCH

3650 Wesbrook Mall Vancouver, Canada V6S 2L2
Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

January 6, 1983

File No. 5-04-205

LETTER TO ALL PRINCIPALS
(see attached distribution list)

Request to Principals of all Institutions offering Career/Technical Programs

B.C. Research has now received the go-ahead from the Ministry of Education to proceed with the next two phases in our Longitudinal Study of Career/Technical Students.

Research funding has been extremely difficult to obtain recently. Our study had been temporarily stalled due to this problem. However, through the strong support of Lorne Thompson, Executive Director of Program Services, and Dr. Grant Fisher, Assistant Deputy Minister, we have been able to secure a special funding approval for our study from Jim Carter, the Deputy Minister of Education.

Our reasons for writing to you at this time are threefold:

1. To Announce the Study's Continuation

No doubt you are aware that back in 1980, B.C. Research began, on behalf of the Academic Council and the Ministry of Education, a study of students in career/technical programs in B.C. At the request of representatives from the colleges and institutes, the overall program was to be longitudinal in nature, extending over several years. The first phase, however, was a Cross-Sectional Follow-up Study of the 1979/80 students. Longitudinal aspects commenced in September 1981 with a Study of Student Applications for Enrolment and a Profile Study of Students Entering Career/Technical Programs. These three phases are complete and detailed technical reports from each have been provided to every college and institute.

The next two phases which have now been approved include "Attrition" and "Longitudinal Follow-up" components. In the Attrition phase, monitoring of student enrolments at each institution, by career/technical program, is to be undertaken. The cohort of students enrolling for the first time in September 1981 (the target group for the earlier Entry Profile Study referred to above) is to be followed through 1982/83 to determine when students complete, withdraw or discontinue their studies. Hopefully funding in subsequent years will permit this monitoring to continue through September 1984 to provide a reasonably complete picture of attrition/completion rates for this 1981 cohort of students.

The Longitudinal Follow-up phase will involve the administration of a questionnaire to students from the 1981 cohort who were no longer enrolled as of September 1982. The survey instrument and methodology will be similar to that used in the earlier Cross-sectional Follow-up study. However, results will also be linked on an individual student basis to the Entry Profile data, yielding important longitudinal information for the first time on a province-wide basis. Objectives of this phase are:

- to identify reasons for non-completion of a career/technical program, relating these to stated original objectives;
- to collect opinions and measures relating to the effectiveness and value of career/technical programs as perceived by the student;
- to determine students' experiences in finding employment after graduation or discontinuation of studies, including employment status, types of employment found, and the match between program followed and employment taken.

Again it is hoped that funding will be available in subsequent years to permit the entire 1981 cohort to be "followed-up".

2. To Ask for Your Institution's Co-operation

These two new phases, like our earlier work, will be designed to minimize any intrusion upon your institutional operations. B.C. Research will undertake all instrument development, questionnaire mailing, analysis, and reporting tasks. The only request of the institutions will be for a computer file (or written list) of student names, addresses and program codes for the September 1981 and September 1982 student groups and for a suitable covering letter for inclusion with our mailing of the questionnaire. Our request for student record data will be similar to previous requests so that any computer software already developed might be utilized without modification. Our policy concerning the confidentiality of data is enclosed for your reference. As before, each institution will be provided opportunities to contribute to the questionnaire design.

We specifically ask for you to arrange for your institution's full co-operation with this important province-wide project. The attached sheet identifies the individuals from each institution who were involved with earlier phases of the project. Unless notified differently, we will address our data request to the main contact person named in this list.

3. To Clarify Study Time Lines

As approval for this project has been somewhat delayed, it is important that we get underway very quickly. Accordingly, we will have specific instructions for our data request out to the contact people by January 10th. Student record data will be required from your institution no later than February 14th. Instrument development is already underway and a draft questionnaire will be out for review by the middle of January. Questionnaire mail out to former students is planned for late February through April. A final report should be available by June 1983.

In this time of severe fiscal restraint, we will do our utmost to minimize any burden upon your institution. We too, however, are operating under tight financial constraints and within very strict timelines. It is critical, therefore, that we receive your institution's full co-operation. Your assistance in this regard will be much appreciated. Should you wish further information about our project, please do not hesitate to call me.

Yours sincerely,

B.C. RESEARCH

Glen C. Forrest

Glen C. Forrester
Manager
Educational Planning & Research

GCF.cs
enclosure
cc: Lorne Thompson
Don Couch

APPENDIX B.4

REQUEST FOR STUDENT RECORD DATA

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

January 7, 1983

File No. 5-04-205

Letter to Main Contact Individual at each Institution

Re: Student Record Data Request
Longitudinal Study of Career/Technical Students

In March '83, on behalf of the Ministry of Education, B.C. Research will be conducting a longitudinal follow-up survey of students from career/technical programs in British Columbia. We will be focussing on the cohort of students who were enrolled in these programs in September 1981 and who are now no longer enrolled.

In order to conduct this study we will need your assistance in providing the names and addresses of the students being studied.

We will require two data files:

File 1 Containing a data record for each student, both full-time and part-time, who was enrolled in a career/technical program in September 1981 (regardless of when they first enrolled at your institution).

File 2 Containing a data record for each student, both full-time and part-time, who was enrolled in September 1982 on any program, Academic, Career/Technical or Vocational (regardless of when they first enrolled at your institution).

Note: It is recognized that file 2 will contain many student names also reported in File 1; this duplication is deliberate.

Our intention is to match File 1 from each institution with the File 2 from all institutions in order to select out the September 1981 career/technical students who were no longer enrolled at a college or institute in B.C. as of September 1982. We will be mailing these former students a follow-up questionnaire. We will also match these students with our data file from the Entry Profile Study to select out the students for whom we have entry profile questionnaire data. These students will form the base for our longitudinal analysis - providing entry and exit information linked on an individual student basis.

Suggested record layouts are attached for magnetic tape, punched card or manual list format. You may use whichever format you prefer. We have kept these formats similar to those used in our previous follow-up study so that any computer software you have already developed might be used again with minimal modification.

Note that magnetic tape format is preferred. All tapes will be returned. Please identify your tape specifications and give a sample listing of the first 10 records. Most important, indicate the total number of student records in each of the two files.

As our project has already been delayed in obtaining the required funding approval, we are now operating on an extremely tight timeline. We will need your data files by February 14, 1983 at the very latest. We apologize for the limited lead time available. If you wish to clarify anything concerning this request, please contact me at 224-4331. Thank you.

Yours sincerely,

B.C. RESEARCH

Glen C. Forrester
Manager
Educational Planning & Research

GCF.cs
enclosure

APPENDIX C

COVERING LETTERS USED IN THE FOLLOW-UP SURVEY

1. B.C. Research Letter - First Mailing
2. Institution Letter of Endorsement (sample)
3. Post-Card Reminder - Second Mailing
4. B.C. Research Letter - Third Mailing

APPENDIX C.1

B.C. RESEARCH LETTER - FIRST MAILING

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

March, 1983

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

The enclosed information sheet is being sent to you because you were recently enrolled in a Career/Technical program at a post-secondary institution in British Columbia. Students from institutions throughout the province are receiving these forms as part of a major research study.

The study is sponsored by the B.C. Ministry of Education. Your post-secondary institution is participating in the project. It is being conducted in co-operation with all the institutions. B.C. Research, an independent, non-profit research organization, has been contracted to carry out the project.

Information collected in this study will be of assistance in planning courses, programs and facilities in the community colleges and provincial institutes. Future students in post-secondary education will benefit from this work. We therefore ask for your patience and co-operation in answering the questions honestly and carefully. This should take only 10 to 15 minutes of your time.

When completing this information sheet, remember that your reply will be kept confidential. Results will be tabulated for groups of students only; no individuals will be identified in any reports produced. Please use the postage-paid return envelope provided. Thank you for your co-operation.

Yours truly,

B.C. RESEARCH

Glen C. Forrester

Glen C. Forrester
Manager
Educational Planning & Research

enclosure

P.S.: Would you please return your completed information sheet within the next 3 days. Thank you.

APPENDIX C.2

INSTITUTION LETTER OF ENDORSEMENT (Sample)

Kwantlen College

Mailing address:
P.O. Box 9030
Surrey, B.C.
Canada, V3T 5H8

CAREER/TECHNICAL PROGRAM
STUDENT FOLLOW-UP

The Ministry of Education has sponsored a Student Follow-up Study in co-operation with B.C. Research and the colleges and institutes throughout British Columbia.

The results of the study, when assembled and published, will provide fundamental information about the province's Post-Secondary Education in the area of Career/Technical programs. For that reason, Kwantlen College is participating in the project and I want to encourage you to respond to the enclosed questionnaire as thoroughly as possible.

Your help in this project is much appreciated.

Yours very truly,

R. H. Pridham

R. H. Pridham, Ph.D.,
Vice-President, Academic.

RHP/pk
enc.

2055 PURCELL WAY, NORTH VANCOUVER, B.C. V7J 3H5 TEL 986-1911

March, 1983

Career/Technical Programme
Student Follow-Up

The Ministry of Education has sponsored a Student Follow-up Study in co-operation with B.C. Research and the colleges and institutes throughout British Columbia.

The results of the study, when assembled and published, will provide fundamental information about the province's Post-Secondary Education in the area of Career/Technical programmes. For that reason, Capilano College is participating in the project and I want to encourage you to respond to the enclosed questionnaire as thoroughly and thoughtfully as possible. The anonymity of respondents is guaranteed.

Your help in this project is much appreciated.

Yours truly,

Paul Gallagher

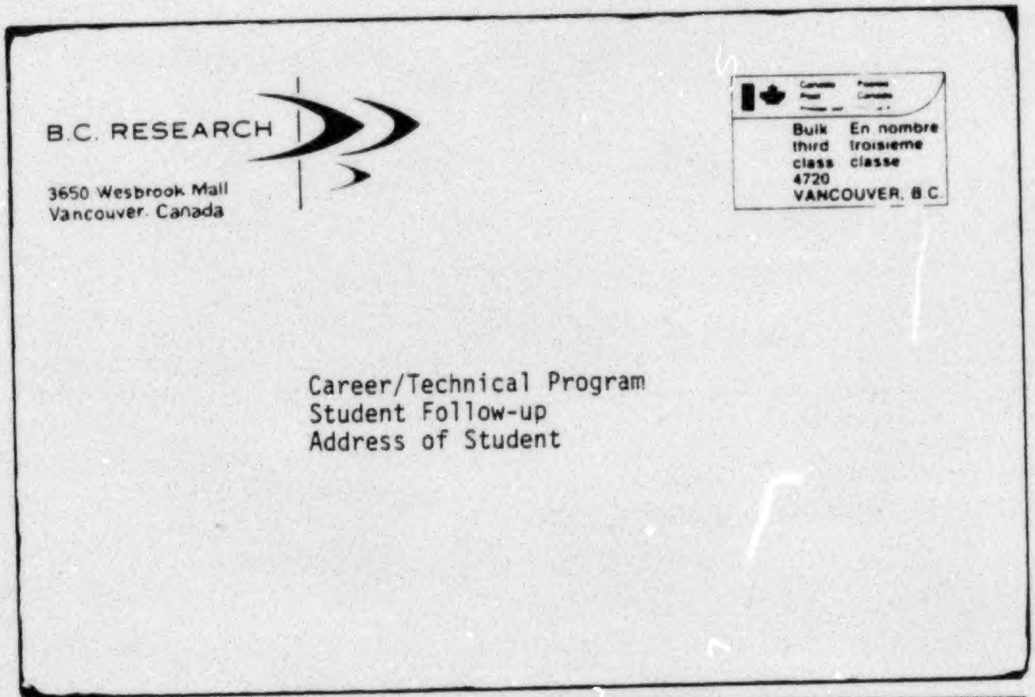
Paul Gallagher
Principal

PG/aa
Enclosure

Serving North Vancouver, West Vancouver, Howe Sound and the Sunshine Coast.
capilano
college

APPENDIX C.3

POST-CARD REMINDER - SECOND MAILING

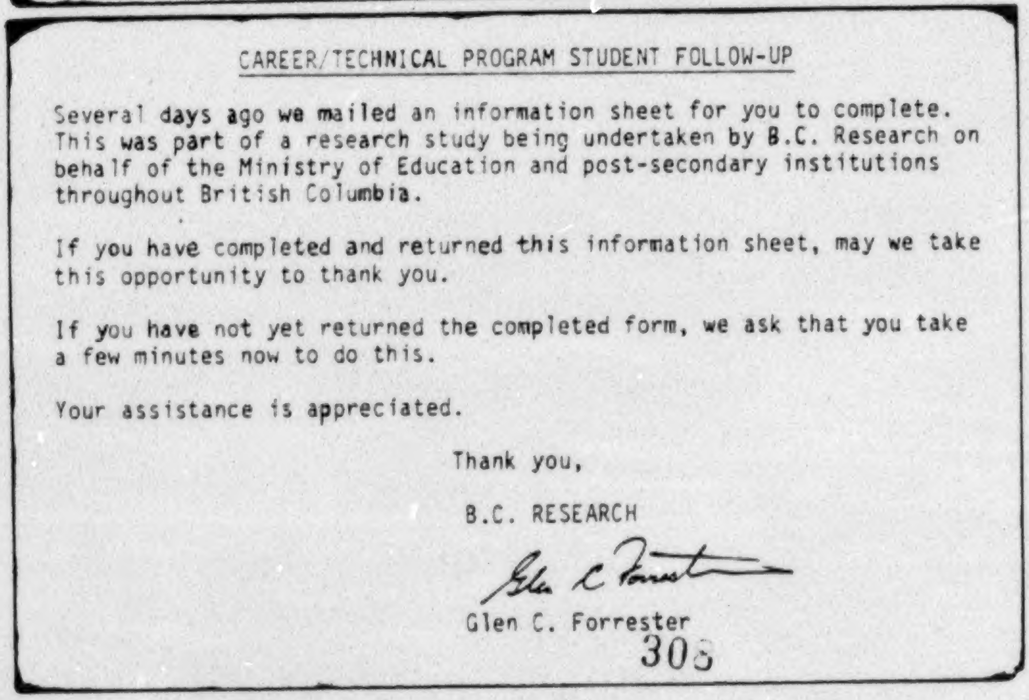


B.C. RESEARCH

3650 Wesbrook Mall
Vancouver Canada

Bulk En nombre
third troisieme
class classe
4720
VANCOUVER, B.C.

Career/Technical Program
Student Follow-up
Address of Student



CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

Several days ago we mailed an information sheet for you to complete. This was part of a research study being undertaken by B.C. Research on behalf of the Ministry of Education and post-secondary institutions throughout British Columbia.

If you have completed and returned this information sheet, may we take this opportunity to thank you.

If you have not yet returned the completed form, we ask that you take a few minutes now to do this.

Your assistance is appreciated.

Thank you,

B.C. RESEARCH

Glen C Forrester

Glen C. Forrester

APPENDIX C.4

B.C. RESEARCH LETTER - THIRD MAILING

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2
Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

April, 1983

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

Three weeks ago we mailed you an information sheet as part of a research study of post-secondary institutions in British Columbia. According to our records, we have not yet received your completed form. If you have just mailed your return, we thank you for your co-operation. If you have not yet done so, we ask that you take a few minutes now to complete the form. In case you never received our initial mailing, we are enclosing a duplicate copy.

This information sheet is being sent to you because you were recently enrolled in a Career/Technical program at a post-secondary institution in British Columbia. Students from institutions throughout the province are receiving these forms as part of a major research study.

The study is sponsored by the B.C. Ministry of Education. Your post-secondary institution is participating in the project. B.C. Research, an independent, non-profit research organization, has been contracted to carry out the project.

Information collected in this study will be of assistance in planning courses, programs and facilities in the community colleges and provincial institutes. Future students in post-secondary education will benefit from this work. We therefore ask for your patience and co-operation in answering the questions honestly and carefully.

When completing this information sheet, remember that your reply will be kept confidential. Results will be tabulated for groups of students only; no individuals will be identified in any reports produced. Please use the postage-paid return envelope provided. Thank you for your co-operation.

Yours truly,

B.C. RESEARCH

Glen C. Forrest

Glen C. Forrester
Manager
Educational Planning & Research

APPENDIX D

QUESTIONNAIRES USED

1. Vancouver Community College Instruments
2. Information Sheet Used in the Entry Profile Survey
3. Information Sheet - Career/Technical Program Student Follow-Up

APPENDIX D.1

VANCOUVER COMMUNITY COLLEGE INSTRUMENTS

VCC/LANGARA GRADUATE FOLLOW-UP

1-8 ☐☐☐☐☐☐☐☐

9-14 ☐☐☐☐☐

SECTION A - PLEASE COMPLETE THIS SECTION

1. What was your main objective for enrolling in your VCC/Langara program? (Please check one):

2:27
1___ to learn the skills needed for a job
2___ to improve existing job skills
3___ to decide on a career
4___ to study until a job became available
5___ for personal interest
6___ to prepare for advanced or specialized education
7___ no main objective
8___ other (Please specify) ______________________

2. To what extent have you met this main objective? (Please check one):

2:28
1___ definitely met my main objective
2___ have met it to some extent
3___ have not met it at all
4___ have not met it at all, but still hope to do so in the future
5___ have not met it at all, but have changed my objective to one I feel is more appropriate

3. Since graduating, have you looked for work related to your VCC/Langara training?

2:29 Yes ___ 1 No ___ 2

4. If you have, where did you seek it? (Please check all that apply):

2:30 1___ Vancouver
2:31 2___ Lower Mainland (Other than Vancouver)
2:32 3___ B.C. (other than Lower Mainland)
2:33 4___ elsewhere (please specify) ______________________

5. Were you employed in a field related to your VCC/Langara training prior to enrolling?

2:34 Yes ___ 1 No ___ 2

6. Please indicate your present main activity. (Please check one):

2:35
1___ employed as an apprentice
2___ employed full-time as a regular employee (35 hours/week or more)
3___ employed part-time as a regular employee (less than 35 hours/week)
4___ employed and taking education or training (full- or part-time)
5___ student
6___ unemployed, but looking for work (PROCEED TO SECTION D)
7___ keeping house full-time
8___ other (please specify) ______________________

SECTION B - IF ONE OF YOUR MAIN ACTIVITIES AT PRESENT IS AS A STUDENT, PLEASE COMPLETE THIS SECTION

7. Please provide the following information:

26-37 ______________________ ☐☐☐☐ ______________________ ☐☐☐☐☐

Name of institution enrolled at   Main field of study

39 42

8. How related is your present main field of study to your VCC/Langara training? (Please check one):

2:43
- 1 ___ definitely related
- 2 ___ related to some extent
- 3 ___ not related at all (PROCEED TO SECTION D)

9. Were all the related courses you took at VCC/Langara accepted for transfer credit at your current institution?

2:44 Yes ___ 1   No ___ 2

10. How well did the program you completed at VCC/Langara prepare you for your present main field of study? (Please check one):

2:45
- 1 ___ preparation was excellent
- 2 ___ preparation was good in all areas
- 3 ___ preparation was good in some areas only
- 4 ___ preparation was fair, but all areas could have been better
- 5 ___ preparation was inadequate

SECTION C - IF EMPLOYMENT IS ONE OF YOUR MAIN ACTIVITIES AT PRESENT, PLEASE COMPLETE THIS SECTION

11. How related is your present job to your VCC/Langara training? (Please check one):

5 46
- 1 ___ present job is definitely related (PROCEED TO QUESTION 13)
- 2 ___ present job is related to some extent (PROCEED TO QUESTION 13)
- 3 ___ it is not related at all

12. If your job is not related to your VCC/Langara training, please indicate the reason. (Please check all that apply):

- 5 47 1 ___ could not find a job related to my training
- 5 48 2 ___ could not find a job related to my training without leaving the Lower Mainland
- 5 49 3 ___ better pay in present job than in a job related to my training
- 2:50 4 ___ better opportunities for advancement than in related job
- 2:51 5 ___ did not want to work in a job related to my training
- 2:52 6 ___ training was inadequate
- 2:53 7 ___ other (please specify) ______________________

(PROCEED TO SECTION D)

2:54-55 13. How long did it take you after graduation to find your present job? ________ ☐☐

14. How did you find your present job? (Please check one):

1 ___ had job before attending and continued in it
2 ___ on-campus Canada Employment Centre (formerly Manpower)
3 ___ through practicum, clinical, or other work experience taken as part of the program
2:56
4 ___ union or professional organization
5 ___ newspaper ad
6 ___ found the job on my own
7 ___ instructor
8 ___ friends or relatives
9 ___ other (please specify) ____________________

15. How useful has your VCC/Langara training been to you in performing your job? (Please check one):

1 ___ it has been very useful on the job
2:57
2 ___ it has been useful to some extent on the job
3 ___ it has not been useful at all on the job

2:58-61 16. What is your present monthly salary before deductions? ________ ☐☐☐☐

17. We periodically survey employers of our graduates to obtain their suggestions for improving our program. If we may contact your employer so that he/she may participate in such a survey, please provide the following information:

4:6-19
4:20-23

________________ ☐☐☐☐
Name of Company or Firm
(If self-employed, write "self")

________________ ☐☐☐☐
Your Job Title

____
Name of Immediate Supervisor

____
His/Her Job Title

4:24-25
________________ ☐☐
Address of Company or Firm

SECTION D - PLEASE COMPLETE THIS SECTION

18. For each of the following aspects, please indicate your opinion regarding the program you completed at VCC. (Please circle):

					about right			
4:26	a) The overlapping of subjects/skill areas was	too little	1	2	3	4	5	too much
4:27	b) The program was	too long	1	2	3	4	5	too short

18. (cont.)

					about right			
4:28	c) The focus of the program was	too theoretical	1	2	3	4	5	too practical
4:29	d) The program was	too unstructured	1	2	3	4	5	too structured
4:30	e) The opportunities provided by the program for practical experience were	too many	1	2	3	4	5	too few
4:31	f) The utilization of guest speakers in the program was	too frequent	1	2	3	4	5	too seldom

19. Which of the subjects you took at VCC/Langara have been of most value to you?

Subject / Skill Area	Reason
____________________	____________________
____________________	____________________
____________________	____________________

20. Which of the subjects you took at VCC/Langara have been of least value to you?

Subject / Skill Area	Reason
____________________	____________________
____________________	____________________
____________________	____________________

21. Based on your experience to date, in what areas do you plan to upgrade your skills?

22. Overall, how worthwhile has your VCC/Langara training been? (Please check one):

4:51
1___ definitely worthwhile
2___ worthwhile to some extent
3___ not worthwhile at all

23. Based on your experience, how could the program be improved?

24. General comments if any:

- Thank you -

VCC/LANGARA FOOD SERVICES GRADUATE FOLLOW-UP

1-8 ☐☐☐☐☐☐☐☐☐

9-14 ☐☐☐☐☐

SECTION A - PLEASE COMPLETE THIS SECTION

1. What was your main objective for enrolling in your VCC/Langara program? (Please check one):

2:27
1 ____ to learn the skills needed for a job
2 ____ to improve existing job skills
3 ____ to decide on a career
4 ____ to study until a job became available
5 ____ for personal interest
6 ____ to prepare for advanced or specialized education
7 ____ no main objective
8 ____ other (Please specify) ______________________________

2. To what extent have you met this main objective? (Please check one):

2:28
1 ____ definitely met my main objective
2 ____ have met it to some extent
3 ____ have not met it at all
4 ____ have not met it at all, but still hope to do so in the future
5 ____ have not met it at all, but have changed my objective to one I feel is more appropriate

3. Since graduating, have you looked for work related to your VCC/Langara training?

2:29 Yes ______ No ______
1 2

4. If you have, where did you seek it? (Please check all that apply):

2:30 1 ____ Vancouver
2:31 2 ____ Lower Mainland (Other than Vancouver)
2:32 3 ____ B.C. (other than Lower Mainland)
2:33 4 ____ elsewhere (please specify) ______________________________

5. Were you employed in a field related to your VCC/Langara training prior to enrolling?

2:34 Yes ______ No ______
1 2

6. Please indicate your present main activity. (Please check one):

2:35
1 ____ employed as an apprentice
2 ____ employed full-time as a regular employee (35 hours/week or more)
3 ____ employed part-time as a regular employee (less than 35 hours/week)
4 ____ employed and taking education or training (full- or part-time)
5 ____ student
6 ____ unemployed, but looking for work (PROCEED TO SECTION D)
7 ____ keeping house full-time
8 ____ other (please specify) ______________________________

SECTION B - IF ONE OF YOUR MAIN ACTIVITIES AT PRESENT IS AS A STUDENT, PLEASE COMPLETE THIS SECTION

7. Please provide the following information:

6-58 ______________________ ☐☐☐ ______________________ ☐☐☐☐

9-42 Name of Institution enrolled at / Main field of study

8. How related is your present main field of study to your VCC/Langara training? (Please check one):

2:43
- 1 ___ definitely related
- 2 ___ related to some extent
- 3 ___ not related at all (PROCEED TO SECTION D)

9. Were all the related courses you took at VCC/Langara accepted for transfer credit at your current institution?

2:44 Yes ___ 1 No ___ 2

10. How well did the program you completed at VCC/Langara prepare you for your present main field of study? (Please check one):

2:45
- 1 ___ preparation was excellent
- 2 ___ preparation was good in all areas
- 3 ___ preparation was good in some areas only
- 4 ___ preparation was fair, but all areas could have been better
- 5 ___ preparation was inadequate

SECTION C - IF EMPLOYMENT IS ONE OF YOUR MAIN ACTIVITIES AT PRESENT, PLEASE COMPLETE THIS SECTION

11. How related is your present job to your VCC/Langara training? (Please check one):

2:46
- 1 ___ present job is definitely related (PROCEED TO QUESTION 13)
- 2 ___ present job is related to some extent (PROCEED TO QUESTION 13)
- 3 ___ it is not related at all

12. If your job is not related to your VCC/Langara training, please indicate the reason. (Please check all that apply):

- 2:47 1 ___ could not find a job related to my training
- 2:48 2 ___ could not find a job related to my training without leaving the Lower Mainland
- 2:49 3 ___ better pay in present job than in a job related to my training
- 2:50 4 ___ better opportunities for advancement than in related job
- 2:51 5 ___ did not want to work in a job related to my training
- 2:52 6 ___ training was inadequate
- 2:53 7 ___ other (please specify) ______________________

(PROCEED TO SECTION D)

2:54-55 13. How long did it take you after graduation to find your present job? ________ ☐☐

14. How did you find your present job? (Please check one):

1 ___ had job before attending and continued in it
2 ___ on-campus Canada Employment Centre (formerly Manpower)
3 ___ through practicum, clinical, or other work experience taken as part of the program
4 ___ union or professional organization
5 ___ newspaper ad
6 ___ found the job on my own
7 ___ instructor
8 ___ friends or relatives
9 ___ other (please specify) ________________________

2:56

15. How useful has your VCC/Langara training been to you in performing your job? (Please check one):

2:57

1 ___ it has been very useful on the job
2 ___ it has been useful to some extent on the job
3 ___ it has not been useful at all on the job

2:58-61 16. What is your present monthly salary before deductions? ________ ☐☐☐☐

17. Listed below are several aspects of the training you received at V.C.C. Please indicate how often you now use your training on the job and the the extent to which you were adequately prepared for entering your present job.

	How often do you use your training? (please circle)					Aspect of Your Training	How adequately prepared were you for entering your job? (Please circle)					
	Never		Occasionally		Very often	**Administrative Tasks**	Not At All		To Some Extent		Definitely	
3:16	1	2	3	4	5	Develop and keep up-to-date job descriptions and specifications for all positions.	1	2	3	4	5	3:41
3:17	1	2	3	4	5	Interview and select dietetic personnel.	1	2	3	4	5	3:42
3:18	1	2	3	4	5	Purchase food, equipment and supplies according to specifications.	1	2	3	4	5	3:43
3:19	1	2	3	4	5	Assist in developing specifications for food, small equipment and supplies to assure quality and cost control.	1	2	3	4	5	3:44
3:20	1	2	3	4	5	Determine staffing needs.	1	2	3	4	5	3:45

Cont..

	How often do you use your training? (please circle)					Aspect of Your training	How adequately perpared were you for entering your job? (Please circle)					
	Never		Occasionally		very often		Not At All		To Some Extent		Definitely	
						Administrative Tasks						
3:21	1	2	3	4	5	Develop programs for maintaining acceptable standards of safety, sanitation, maintenance and security.	1	2	3	4	5	3:46
3:22	1	2	3	4	5	Develop labor times for production of food items (work schedules).	1	2	3	4	5	3:47
3:23	1	2	3	4	5	Maintain an up-to-date knowledge of subject matter through reading, classes and interaction with technical and professional personnel.	1	2	3	4	5	3:48
						Clinical Tasks						
3:24	1	2	3	4	5	Interpret physician's routine dietary orders and modify diet according to dietary patterns.	1	2	3	4	5	3:49
3:25	1	2	3	4	5	Varify accuracy of diet received by patients.	1	2	3	4	5	3:50
3:26	1	2	3	4	5	Instruct patient and family on routine diets.	1	2	3	4	5	3:51
3:27	1	2	3	4	5	Take accurate and informative dietary histories.	1	2	3	4	5	3:52
3:28	1	2	3	4	5	Plan nutritious, attractive food combinations acceptable to various individuals, families or groups at different economic levels, utilizing knowledge of food composition, flavors, colors, texture, temperatures, shapes and consistency.		2	3	4	5	3:53
3:29	1	2	3	4	5	Supervise preparation of special diet foods in quantity, and accuracy of ingredients.		2	3	4	5	3:54
3:30	1	2	3	4	5	Utilize knowledge of food composition in designing dietary plans to meet physiologic needs of individuals and groups throughout the life cycle.		2	3	4	5	3:55
3:31	1	2	3	4	5	Maintain up-to-date knowledge of subject matter through reading, classes and interaction with technical and professional personnel.		2	3	4	5	3:56

18. **We periodically survey employers of our graduates to obtain their suggestions for improving our program. If we may contact your employer so that he/she may participate in such a survey, please provide the following information:**

4:16-19

____________________ ☐☐☐☐ ____________________ ☐☐☐☐

Name of Company or Firm (If self-employed, write "self") **Your Job Title**

4:20-23

____________________ ____________________

Name of Immediate Supervisor **His/Her Job Title**

4:24-25

____ ☐☐

Address of Company or Firm

SECTION D - PLEASE COMPLETE THIS SECTION

19. Which of the subjects you took at V.C.C./Langara have been of most value to you?

Subject / Skill Area	Reason

20. Which of the subjects you took at V.C.C./Langara have been of least value to you?

Subject / Skill Area	Reason

21. Based on your experience to date, in what areas do you plan to upgrade your skills?

22. Overall, how worthwhile has your V.C.C./Langara training been? (Please check one):

1 ___ definitely worthwhile
4:64 2 ___ worthwhile to some extent
3 ___ not worthwhile at all

23. Based on your experience, how could the program be improved?

24. General comments if any:

- Thank you -

LANGARA DISCONTINUANT FOLLOW-UP SURVEY

1-8 ☐☐☐☐☐☐☐☐

SECTION A - PLEASE COMPLETE THIS SECTION

9-12 ☐☐☐☐☐

23-24 1. When did you last attend the program? Year ______ ☐☐ Month ______ ☐☐
25-26

2. What was your main objective for enrolling in your VCC/Langara training? (Please check one):

2:27
1 ___ to learn the skills needed for a job
2 ___ to improve existing job skills
3 ___ to decide on a career
4 ___ to study until a job became available
5 ___ for personal interest
6 ___ to prepare for advanced or specialized education
7 ___ no main objective
8 ___ other (please specify) ______________________________

3. To what extent have you met this main objective? (Please check one):

2:28
1 ___ definitely met my main objective
2 ___ have met it to some extent
3 ___ have not met it at all
4 ___ have not met it at all, but still hope to do so in the future
5 ___ have not met it at all, but have changed my objective to one I feel is more appropriate

4. Since leaving the program, have you looked for work related to your VCC/Langara training?

2:29 Yes ___ 1 No ___ 2

5. If you have, where did you seek it? (Please check all that apply):

2:30 ___ Vancouver
2:31 ___ Lower Mainland (other than Vancouver)
2:32 ___ B.C. (other than Lower Mainland)
2:33 ___ elsewhere (please specify) ______________________________

6. Were you employed in a field related to your VCC/Langara training prior to enrolling?

2:34 Yes ___ 1 No ___ 2

7. Please indicate your present main activity. (Please check one): 2:25

1 ___ employed as an apprentice
2 ___ employed full-time as a regular employee (35 hours per week or more)
3 ___ employed part-time as a regular employee (less than 35 hours per week)
4 ___ employed and taking education or training (full- or part-time)
5 ___ student
6 ___ unemployed, but looking for work (PROCEED TO SECTION C)
7 ___ keeping house full-time
8 ___ other (please specify)

SECTION B - IF EMPLOYMENT IS ONE OF YOUR MAIN ACTIVITIES AT PRESENT, PLEASE COMPLETE THIS SECTION

8. How related is your present job to your VCC/Langara training? (Please check one): 2:46

1 ___ present job is definitely related (PROCEED TO QUESTION 10)
2 ___ present job is related to some extent (PROCEED TO QUESTION 10)
3 ___ it is not related at all

9. If your job is not related to your VCC/Langara training, please indicate the reason. (Please check all that apply):

2:47 1 ___ could not find a job related to my training
2:48 2 ___ could not find a job related to my training without leaving the Lower Mainland
2:49 3 ___ better pay in present job, than in a job related to my training
2:50 4 ___ better opportunity for advancement, than in a job related to my training
2:51 5 ___ did not want to work in a job related to my training
2:52 6 ___ training was inadequate
2:53 7 ___ other (please specify) ______________________

(PROCEED TO SECTION C)

10. How long did it take you to find your present job after leaving the program? ______________ ☐☐ 2:54-55

11. How did you find your present job? (Please check one): 2:56

1 ___ had job before attending and continued in it
2 ___ on-campus Canada Employment Centre (formerly Manpower)
3 ___ through practicum, clinical, or other work experience taken as part of the program
4 ___ union or professional organization
5 ___ newspaper ad
6 ___ found the job on my own
7 ___ instructor
8 ___ friends or relatives
9 ___ other (please specify) ______________________

12. How useful has your VCC/ Langara training been to you in performing your job? (Please check one):

2:57
1 ___ It has been very useful on the job
2 ___ It has been useful to some extent on the job
3 ___ It has not been useful at all on the job

2:53-61 13. What is your present monthly salary before deductions? ______________ ☐☐☐☐

14. Please provide the following information: ______________

2:14-19 ______________ ☐☐☐ ______________ ☐☐☐
2:20-23 Name of Company or Firm (If self-employed, write "self") / Your Job Title

______________ ______________
Name of Immediate Supervisor / His/Her Job Title

2:24-25 ______________ ☐☐
Address of Company or Firm

SECTION C - PLEASE COMPLETE THIS SECTION

15. Please indicate to what extent each of the following was a reason for your decision to leave the program (please circle):

		Was a Major Reason	Was a Minor Reason	Was not a Reason
4:51	a) Had met my personal objective for enrolling	1	2	3
4:52	b) Found employment	1	2	3
4:53	c) Lacked adequate finances	1	2	3
4:54	d) Family obligations	1	2	3
4:55	e) Employment opportunities for graduates seemed poor	1	2	3
4:56	f) Found program too difficult	1	2	3
4:57	g) Program was not challenging	1	2	3
4:58	h) Wanted to take a program not offered at V.C.C.	1	2	3
4:59	i) Program not what I thought it would be	1	2	3
4:60	j) Change of personal career goals	1	2	3
4:61	k) Sponsorship problems	1	2	3
4:62	l) Health related problem (family or personal)	1	2	3
4:63	m) Had completed course requirements for			

16. Based on your experience to date, in what areas do you plan to upgrade your skills?

17. Overall, how worthwhile has your VCC/Langara training been? (Please check one):

1 ___ definitely worthwhile
2 ___ worthwhile to some extent
3 ___ not worthwhile at all

18. Based on your experience, how could the program be improved?

19. General comments if any:

- Thank you -

APPENDIX D.2

INFORMATION SHEET

CAREER/TECHNICAL PROGRAM STUDENT ENTRY PROFILE

BC RESEARCH

Series C81 3810Bc

SECTION A EVERYONE PLEASE ANSWER THE QUESTIONS IN THIS SECTION

1 YOUR NAME
Surname (Family Name) ____________________ (1 16)

Given Names ____________________ (17 32)

2 YOUR STUDENT NUMBER
Registration Number ____________________ (33 42)

3 DURING YOUR ENROLMENT FOR THIS SEMESTER OR SESSION ARE YOU

1 ☐ a full time student
2 ☐ a part-time student
(43)

4 YOUR SEX
1 ☐ male
2 ☐ female
(44)

5 YOUR AGE GROUP

1 ☐ under 18 years	4 ☐ 35 to 44 years
2 ☐ 18 to 24 years	5 ☐ 45 to 64 years
3 ☐ 25 to 34 years	6 ☐ over 64 years

(45)

6 WHAT WAS YOUR MAJOR ACTIVITY DURING THE PAST TWELVE MONTH PERIOD? (Check one)

01 ☐ student in a secondary school
02 ☐ student in a post-secondary, non-university institution
03 ☐ student at university
04 ☐ employed: full-time (30 hours or more per week)
05 ☐ employed: part-time (less than 30 hours per week)
06 ☐ employed and taking education or training (full or part-time)
07 ☐ full-time household/family duties
08 ☐ unemployed, but seeking a job
09 ☐ unemployed, and not seeking a job
(46 47)

7 IF EMPLOYED EITHER PART-TIME OR FULL-TIME DURING THE PAST TWELVE MONTH PERIOD, INDICATE YOUR MAIN JOB

a) the kind of business or industry in which you were working (e.g. retail drugs, grain farming, banking, computer equipment, etc.)

(Please specify) ____________________ (48 51)

b) your occupation or the kind of work you did (e.g. office clerk, salesperson, auto mechanic, electronics technologist, graduate nurse, etc.)

(Please specify) ____________________ (52 55)

8. HOW RELATED WAS YOUR MAIN JOB TO THE PROGRAM OR COURSE IN WHICH YOU HAVE JUST ENROLLED? (Check one)

1 ☐ not applicable since I was not employed during the past twelve months
2 ☐ definitely related
3 ☐ related to some extent
4 ☐ not related at all

(56)

9. WHERE WAS YOUR MAIN PLACE OF RESIDENCE DURING THE PAST TWELVE MONTHS? (Check one)

01 ☐ Northern Lights College Region (Peace River, Stikine & Northeastern B.C.)
02 ☐ Northwest College Region (Stewart to Kitimat & the Queen Charlottes)
03 ☐ College of New Caledonia Region (Prince George to Quesnel)
04 ☐ Cariboo College Region (Williams Lake to Merritt)
05 ☐ Okanagan College Region (Revelstoke to Osoyoos)
06 ☐ East Kootenay College Region (Creston & areas east)
07 ☐ Selkirk College Region (Kettle Valley to Kaslo)
08 ☐ North Island College Region (Central Coast, Port Alberni & areas north)
09 ☐ Malaspina College Region (Powell River & Duncan to Parksville)
10 ☐ Camosun College Region (Greater Victoria & the Gulf Islands)
11 ☐ Fraser Valley College Region (Abbotsford & Mission to Hope)
12 ☐ Lower Mainland (areas served by Capilano, Douglas, Kwantlen & V.C.C.)
13 ☐ in Canada but outside B.C.
14 ☐ outside Canada

(57-58)

10. DID YOU CHANGE YOUR PLACE OF RESIDENCE IN ORDER TO ENROL IN THIS PROGRAM OR COURSE?

1 ☐ no
2 ☐ yes (moved 50 miles or less)
3 ☐ yes (moved more than 50 miles)

(59)

11. WHAT IS YOUR MAIN OBJECTIVE FOR ENROLLING IN THIS PROGRAM OR COURSE? (Check one)

01 ☐ to qualify for a job
02 ☐ to complete certification requirements
03 ☐ to improve existing job skills
04 ☐ to decide on a career
05 ☐ to study until a job becomes available
06 ☐ for personal interest
07 ☐ to transfer to a technical institute or college
08 ☐ to transfer to a university
09 ☐ to complete training required as a condition of my present employment

(60-61)

12. WHAT IS YOUR CURRENT EDUCATIONAL GOAL? (Check one)

1 ☐ to take one or two courses without intending to complete a full program
2 ☐ to take courses in preparation for entry to a career/technical program
3 ☐ to complete a career/technical program on a part-time basis
4 ☐ to complete a career/technical program on a full-time basis
5 ☐ to complete a formal "Work/Study" program

(62)

13. WHICH ONE OF THE FOLLOWING OBJECTIVES FOR ENROLLING AT YOUR PRESENT INSTITUTION DO YOU CONSIDER TO BE THE MOST IMPORTANT? (Check one)

1 ☐ to acquire certain knowledge and techniques applicable to a vocation or field of special interest
2 ☐ to acquire and use skills and habits involved in critical and constructive thinking
2 ☐ to attain a satisfactory emotional and social adjustment
4 ☐ to develop a broad general outlook and familiarity with a variety of subjects

(63)

14. WHEN CONSIDERING YOUR CHOICE OF THIS POST-SECONDARY INSTITUTION, WHICH OF THE FOLLOWING FACTORS WERE IMPORTANT TO YOU? (Check as many as apply)

1 ☐ teaching reputation
2 ☐ institution reputation
3 ☐ low tuition
4 ☐ close to home
5 ☐ friend going
6 ☐ offers financial aid
7 ☐ intellectual environment
8 ☐ good physical facilities
9 ☐ parental advice
10 ☐ advice of spouse
11 ☐ secondary school counsellor's or teacher's advice
12 ☐ only institution offering program or courses I wanted
13 ☐ unable to attend "traditional" institution
14 ☐ sent by my employer
15 ☐ refused admittance to first choice institution
16 ☐ opportunity for local employment after leaving the institution
17 ☐ the institution was there!

(64-80)*

15. NAME THE SPECIFIC CAREER/TECHNICAL PROGRAM OR COURSE IN WHICH YOU HAVE JUST ENROLLED

(Please specify) ______________________

(81-84)

16. WHICH OF THE FOLLOWING INDIVIDUALS WERE IMPORTANT IN HELPING OR INFLUENCING YOU TO DECIDE ON THIS FARTICULAR PROGRAM OR COURSE? (Check as many as appropriate)

1 ☐ my own decision
2 ☐ parent or guardian
3 ☐ spouse
4 ☐ others in family or relatives
5 ☐ friend
6 ☐ secondary school teacher
7 ☐ secondary school counsellor
8 ☐ post-secondary instructor or counsellor
9 ☐ other counsellor (Canada Manpower, Y.M.C.A., Social Worker, etc.)
10 ☐ present or former post-secondary student
11 ☐ employer
12 ☐ other

(85-96)*

17. WAS THIS CAREER/TECHNICAL PROGRAM OR COURSE YOUR FIRST CHOICE?

1 ☐ yes
2 ☐ no
3 ☐ required as a condition of present employment

(97)

18. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED BEFORE STARTING YOUR PRESENT PROGRAM? (Check one)

1 ☐ grade 11 or less
2 ☐ grade 12
3 ☐ college preparatory, grade 12 equivalency or G.E.D. certificate
4 ☐ foreign equivalent of grade 12
5 ☐ some post-secondary study
6 ☐ Bachelor's degree
7 ☐ post-graduate degree

(98)

19. UPON FINISHING THE PROGRAM OR COURSE, WHICH OF THE FOLLOWING STATEMENTS WILL APPLY TO YOU? (Check as many as appropriate)

1 ☐ I plan to take further education in my field of training
2 ☐ I may take the occasional course to keep up-to-date in my field of training
3 ☐ I plan to take further education in areas other than my field of training
4 ☐ I may take the occasional course for general interest but I am basically finished with my post-secondary education
5 ☐ I do not plan to take any further training

(99-103)*

20. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR PLANS AFTER COMPLETING THE PROGRAM OR COURSE? (Check one)

01 ☐ continue in my present job
02 ☐ obtain a full-time job
03 ☐ undecided between work and further education
04 ☐ work and continue education at the same time
05 ☐ continue education full-time
06 ☐ full-time household/family duties
07 ☐ no definite plans right now
08 ☐ other

(104-105)

21. IF YOUR FUTURE PLANS INCLUDE FURTHER EDUCATION AND/OR TRAINING, WHERE WOULD YOU HOPE TO ENROL? (Check one)

Community College

01 ☐ Camosun
02 ☐ Capilano
03 ☐ Cariboo
04 ☐ Douglas
05 ☐ East Kootenay
06 ☐ Fraser Valley
07 ☐ Kwantlen
08 ☐ Malaspina
09 ☐ New Caledonia
10 ☐ Northern Lights
11 ☐ North Island
12 ☐ Northwest
13 ☐ Okanagan
14 ☐ Selkirk
15 ☐ Vancouver

Institute

21 ☐ B C I T
22 ☐ Emily Carr
23 ☐ Justice
24 ☐ Marine Training
25 ☐ Open Learning
26 ☐ Pacific Vocational

Public University

31 ☐ David Thompson
32 ☐ Simon Fraser
33 ☐ U B C
34 ☐ U. Victoria

Other B.C.

41 ☐ Columbia College
42 ☐ Lester Pearson
43 ☐ Royal Roads
44 ☐ Trinity Western
45 ☐ Other B.C. Inst.

Other Non-B.C.

51 ☐ Alberta
52 ☐ other Canadian province
53 ☐ Washington, U.S.
54 ☐ other U.S. state
55 ☐ outside Canada and U.S.

(106-107)

SECTION B IF YOU PLAN TO SEEK FULL-TIME EMPLOYMENT AFTER COMPLETING THIS PROGRAM OR COURSE, PLEASE ANSWER THE QUESTIONS IN THIS SECTION; OTHERWISE SKIP TO SECTION C.

22. WHAT DO YOU THINK THE JOB OPPORTUNITIES WILL BE IN THE FIELD FOR WHICH YOU ARE NOW TRAINING? (Check one)

1 ☐ ample jobs available in my own geographical area
2 ☐ ample jobs available, but in another area of B.C.
3 ☐ jobs will be scarce in B.C., but available elsewhere
4 ☐ jobs will be scarce everywhere
5 ☐ I have no information upon which to base an opinion at this time

(108)

23. WHERE DO YOU HOPE TO FIND FULL-TIME EMPLOYMENT AFTER LEAVING YOUR CAREER/TECHNICAL PROGRAM? (Check one)

01 ☐ Peace River and Northeast B.C.
02 ☐ Northwest B.C.
03 ☐ Central Coast (Sechelt to Prince Rupert)
04 ☐ Okanagan
05 ☐ Kootenays
06 ☐ Central B.C. (Merritt to Prince George)
07 ☐ Vancouver Island
08 ☐ Lower Mainland (including Vancouver)
09 ☐ Fraser Valley
10 ☐ in Canada but outside B.C.
11 ☐ outside Canada

(109-110)

24. IF UNABLE TO OBTAIN A JOB IN THE FIELD FOR WHICH YOU ARE TRAINING, WOULD YOU BE WILLING TO MOVE TO ANOTHER COMMUNITY IN ORDER TO OBTAIN SUCH A JOB?

1 ☐ yes
2 ☐ yes, but may depend on where
3 ☐ no

(111)

SECTION C THE REMAINING THREE QUESTIONS ARE OPTIONAL. IF YOU WISH, YOU NEED NOT ANSWER THESE QUESTIONS, HOWEVER YOUR ANSWERS WOULD SUPPLY IMPORTANT RESEARCH DATA.

25. WHAT WAS YOUR FATHER'S MAIN OCCUPATION? (Check one)

01 ☐ clerical (clerk, secretary, etc.)
02 ☐ farmer (his own farm)
03 ☐ managerial (his own business, company manager, executive)
04 ☐ mining, logging, fishing, farm work
05 ☐ professional (doctor, lawyer, teacher, graduate engineer)
06 ☐ sales (retail business, insurance, real estate)
07 ☐ semi-skilled work (factory, mill worker)
08 ☐ service (armed forces, police, motel or restaurant employee, etc.)
09 ☐ skilled worker (construction, production, tradesman)
10 ☐ technical (technologist, electronic technician, etc.)
11 ☐ transport, communication (telephone, bus, newspaper)
12 ☐ unskilled worker (labourer)
13 ☐ other (please specify) ____________________

(112-113)

26. WHAT WAS THE HIGHEST LEVEL OF EDUCATION COMPLETED BY YOUR MOTHER? (Check one)

01 ☐ elementary school, less than grade 8
02 ☐ secondary school, 1 - 2 years
03 ☐ secondary school, 3 - 5 years
04 ☐ some post-secondary (trade, vocational, technical, university)
05 ☐ completed Bachelor's degree
06 ☐ some graduate study
07 ☐ completed post-graduate degree
08 ☐ do not know

(114-115)

27. WHAT WILL BE YOUR MAIN SOURCE OF FUNDS DURING YOUR ENROLMENT IN THIS PROGRAM OR COURSE? (Check one)

01 ☐ personal savings
02 ☐ full-time job
03 ☐ part-time job
04 ☐ parents
05 ☐ spouse
06 ☐ loan
07 ☐ scholarship
08 ☐ bursary
09 ☐ other

(116-117)

SECTION D YOUR COMMENTS ARE INVITED

Thank you for your co-operation. All responses will be kept confidential.

INFORMATION SHEET

CAREER/TECHNICAL PROGRAM STUDENT FOLLOW-UP

B.C. Research

SECTION A EVERYONE PLEASE ANSWER THE QUESTIONS IN THIS SECTION.

1. DURING YOUR ENROLMENT AT YOUR POST-SECONDARY INSTITUTION IN 1981-1982 WERE YOU PRIMARILY:

1 ☐ a full-time student?
2 ☐ a part-time student?

(1)

2. WHAT WAS YOUR MAIN OBJECTIVE FOR ATTENDING YOUR POST-SECONDARY INSTITUTION? (Check one)

01 ☐ to learn the skills needed for a job
02 ☐ to complete certification requirements
03 ☐ to improve existing job skills
04 ☐ to decide on a career
05 ☐ to study until a job became available
06 ☐ for personal interest
07 ☐ to transfer to a technical institute or college
08 ☐ to transfer to a university
09 ☐ to complete training required as a condition of my present employment

(2-3)

3. WHAT WAS YOUR EDUCATIONAL GOAL IN ATTENDING YOUR POST-SECONDARY INSTITUTION? (Check one)

1 ☐ to take one or two courses without intending to complete a full program
2 ☐ to take courses in preparation for entry to a career/technical program
3 ☐ to complete a career/technical program on a part-time basis
4 ☐ to complete a career/technical program on a full-time basis
5 ☐ to complete a formal "Work/Study" program

(4)

4. HAVE YOU MET YOUR EDUCATIONAL GOAL IN ATTENDING A POST-SECONDARY INSTITUTION? (Check one)

1 ☐ yes
2 ☐ no
3 ☐ no, but still hope to do so in the future
4 ☐ no, but have changed my goal to one I feel is more appropriate

(5)

5. DID YOU HAVE ANY "WORK EXPERIENCE" RELATED TO YOUR POST-SECONDARY TRAINING PRIOR TO ENROLLING IN THE PROGRAM? (Check one)

1 ☐ none
2 ☐ less than 1 year or casual employment only
3 ☐ 1 to 2 years
4 ☐ 3 to 6 years
5 ☐ 7 years or more

(6)

6. WERE YOU, AT ANY TIME, EMPLOYED WHILE ENROLLED AT YOUR POST-SECONDARY INSTITUTION DURING 1981-1982? (Check one)

1 ☐ no
2 ☐ yes, employed part-time (less than 15 hours/week)
3 ☐ yes, employed part-time (15 to 29 hours/week)
4 ☐ yes, employed full-time (30 or more hours/week)

(7)

7. DURING 1981-1982 HOW RELATED WAS YOUR MAIN JOB (WHETHER FULL OR PART-TIME) TO THE PROGRAM OR COURSE IN WHICH YOU WERE ENROLLED? (Check one)

1 ☐ not applicable since I was not employed during my enrolment
2 ☐ definitely related
3 ☐ related to some extent
4 ☐ not related at all

(8)

8. IF YOUR PROGRAM HAD NOT BEEN AVAILABLE AT YOUR LOCAL INSTITUTION OR THROUGH DISTANCE EDUCATION, WOULD YOU HAVE MOVED TO ANOTHER REGION OF THE PROVINCE IN ORDER TO ENROL IN THIS PROGRAM? (Check one)

1 ☐ not applicable since I did move more than 50 miles in order to enrol
2 ☐ yes
3 ☐ yes, depending on where
4 ☐ no

(9)

10. WHICH ONE OF THE FOLLOWING STATEMENTS APPLIES TO YOU? (Check one)

1 ☐ have received my post-secondary graduation certificate or diploma
2 ☐ have completed all course requirements for post-secondary graduation but have not applied for my certificate or diploma
3 ☐ have completed all the post-secondary courses I was intending to take
4 ☐ have not completed all the post-secondary courses I was intending to take

(10)

11. IF YOU DID NOT COMPLETE ALL THE COURSE REQUIREMENTS FOR POST-SECONDARY GRADUATION, INDICATE THE MAJOR REASONS (Check as many as apply)

1 ☐ not applicable since I have completed all course requirements for graduation
2 ☐ had met my objectives for enrolling
3 ☐ found employment
4 ☐ lacked adequate finances
5 ☐ family obligations
6 ☐ employment opportunities for graduates seemed poor
7 ☐ found courses too difficult
8 ☐ workload too heavy
9 ☐ courses not challenging
10 ☐ program not what I thought it would be
11 ☐ change of career goals
12 ☐ wanted to take a program not offered at my original institution
13 ☐ dissatisfied with the institution

(11-23)*

12. SINCE LEAVING YOUR POST-SECONDARY INSTITUTION DID YOU SEEK EMPLOYMENT RELATED TO YOUR TRAINING? (Check one)

1 ☐ not applicable since still attending my post-secondary institution
2 ☐ not applicable since I continued to work in a previously held job related to my training
3 ☐ yes
4 ☐ no

(24)

13. IF YOU ARE CURRENTLY ATTENDING A POST-SECONDARY INSTITUTION (EITHER FULL-TIME OR PART-TIME) PLEASE INDICATE THE INSTITUTION AND THE COURSE OR PROGRAM IN WHICH YOU ARE ENROLLED

(name of institution) ______________________

(25-26)

(name of program) ______________________

13. WHICH ONE OF THE FOLLOWING **BEST** DESCRIBES WHAT YOU ARE NOW DOING (Check one)

01 ☐ employed: full-time (30 hours or more per week)
02 ☐ employed: part-time (less than 30 hours per week)
03 ☐ employed and taking education or training (full or part-time)

} skip to question 16

04 ☐ presently laid off, awaiting recall
05 ☐ presently unemployed, but seeking a job
06 ☐ presently unemployed, and not seeking a job
07 ☐ full-time student
08 ☐ part-time student (but not employed)
09 ☐ full-time household/family duties

} continue with question 14

(31-32)

SECTION B IF YOU ARE NOT PRESENTLY EMPLOYED, ANSWER THE QUESTIONS IN THIS SECTION. OTHERWISE SKIP TO QUESTION 16.

14. HAVE YOU BEEN EMPLOYED AT ALL SINCE LEAVING YOUR POST-SECONDARY INSTITUTION? (Check one)

1 ☐ not applicable since I am still attending my post-secondary institution
2 ☐ yes, employed full-time (30 or more hours/week)
3 ☐ yes, employed part-time (15 to 29 hours/week)
4 ☐ yes, employed part-time (less than 15 hours/week)
5 ☐ no

(33)

15. WHAT IS THE MAIN REASON YOU ARE PRESENTLY NOT EMPLOYED? (Check one)

01 ☐ have not looked for a job
02 ☐ salary too low in jobs available
03 ☐ laid off from previous job
04 ☐ there are no openings in the field for which I am trained
05 ☐ there are no openings in any field
06 ☐ have not completed the program which would qualify me for a job in my field
07 ☐ unable to obtain required license, trade certificate or union membership
08 ☐ I am still at school
09 ☐ full-time household/family duties

(34-35)

SECTION C IF PRESENTLY EMPLOYED OR IF YOU HAVE BEEN EMPLOYED AT SOMETIME SINCE LEAVING YOUR POST-SECONDARY INSTITUTION, ANSWER THE QUESTIONS IN THIS SECTION: ANSWER WITH RESPECT TO YOUR MAIN EMPLOYMENT SINCE LEAVING. IF YOU HAVE NOT BEEN EMPLOYED AT ALL SINCE LEAVING, SKIP TO QUESTION 24.

16. HOW LONG DID IT TAKE YOU TO FIND EMPLOYMENT AFTER LEAVING YOUR POST-SECONDARY INSTITUTION? (Check one)

01 ☐ not applicable since I am still attending my institution
02 ☐ returned to a job held prior to enrolling in program
03 ☐ already working in my job while enrolled at my institution
04 ☐ found job before leaving my institution
05 ☐ less than one month
06 ☐ 1 to 4 months
07 ☐ 5 to 8 months
08 ☐ more than 8 months

(36-37)

17. WHERE IS THE LOCATION OF YOUR MAIN EMPLOYMENT? (Check one)

01 ☐ Peace River and Northeast B.C.
02 ☐ Northwest B.C.
03 ☐ Central Coast (Sechelt to Prince Rupert)
04 ☐ Okanagan
05 ☐ Kootenays
06 ☐ Central B.C. (Merritt to Prince George)
07 ☐ Vancouver Island (excluding Greater Victoria)
08 ☐ Greater Victoria
09 ☐ Fraser Valley (excluding Greater Vancouver)
10 ☐ Greater Vancouver
11 ☐ in Canada but outside B.C.
12 ☐ outside Canada

(38-39)

18. WHAT IS YOUR MONTHLY SALARY BEFORE DEDUCTIONS? (Check one)

1 ☐ less than $1000 per month
2 ☐ $1000 to $1399 per month
3 ☐ $1400 to $1799 per month
4 ☐ $1800 to $2199 per month
5 ☐ $2200 or more per month

(40)

19. HOW RELATED IS YOUR MAIN EMPLOYMENT TO YOUR TRAINING? (Check one)

1 ☐ definitely related
2 ☐ related to some extent
3 ☐ not related at all

(41)

20. IF THERE IS NO RELATIONSHIP BETWEEN THE PROGRAM WHICH YOU TOOK AT YOUR POST-SECONDARY INSTITUTION AND YOUR JOB, WHAT IS THE REASON?
(Check as many as apply)

1 ☐ not applicable since there is some relationship between program and job
2 ☐ could not find a job related to my training
3 ☐ could not find a related job without leaving my community
4 ☐ better pay in present job than in a related job
5 ☐ better opportunity for advancement than in a related job
6 ☐ did not want to work in a job related to my training
7 ☐ my training was inadequate

(42-48)

21. USING THE LIST BELOW, PLEASE CLASSIFY THE MAIN TYPE OF BUSINESS OR INDUSTRY IN WHICH YOU HAVE WORKED SINCE LEAVING YOUR POST-SECONDARY INSTITUTION (Check one)

01 ☐ farms, animals & crop services
02 ☐ fishing & trapping
03 ☐ logging & forestry services
04 ☐ mines, quarries
05 ☐ oil and gas industries

manufacturing:
06 ☐ food and beverages
07 ☐ rubber & plastic products
08 ☐ leather, textile & clothing
09 ☐ wood industries (sawmills, plywood)
10 ☐ furniture & fixtures
11 ☐ pulp, paper & allied products
12 ☐ printing & publishing
13 ☐ primary metals, foundries, smelting
14 ☐ fabricated metal products (not machinery)
15 ☐ machinery (not electrical)
16 ☐ transport equipment (cars, boats, planes)
17 ☐ electrical & electronic products
18 ☐ clay, cement, glass & non metallic minerals
19 ☐ refined petroleum coal & chemical products
20 ☐ other manufacturing industries

21 ☐ construction, development and general contracting
22 ☐ transportation & storage industries
23 ☐ communications & broadcasting
24 ☐ utilites (gas, electric, water)
25 ☐ wholesale trade
26 ☐ stores and retail trade
27 ☐ finance & insurance businesses
28 ☐ real estate & insurance agents
29 ☐ management, business & technical services
30 ☐ government services & administration
31 ☐ protective services & defence
32 ☐ education
33 ☐ libraries & museums
34 ☐ health care
35 ☐ social services
36 ☐ accommodation, food & beverage services, travel agents
37 ☐ amusement, sports
38 ☐ theatre, cinema & entertainment
39 ☐ personal service industries
40 ☐ unable to classify (indicate) ____________

(49-50)

22. FOR YOUR MAIN JOB SINCE LEAVING YOUR POST-SECONDARY INSTITUTION PLEASE INDICATE:

a) the nature of the services provided or type of products produced by the business or industry in which you are working (eg. small appliance repair, car sales, government sevices)

(please specify) ____________________

(51-54)

b) your occupation or the kind of work you do (eg. office clerk, salesperson, auto mechanic, electronics technologist, graduate nurse, etc.)

(please specify) ____________________

(55-58)

23. HOW USEFUL IS YOUR TRAINING IN PERFORMING YOUR JOB? (Check one)

1 ☐ very useful
2 ☐ useful to some extent
3 ☐ not useful at all

(59)

SECTION D EVERYONE PLEASE ANSWER THE QUESTIONS IN THIS SECTION.

24. PLEASE INDICATE YOUR LEVEL OF SATISFACTION WITH EACH ASPECT OF YOUR POST-SECONDARY INSTITUTION LISTED BELOW (Check one box for each of the twelve items listed)

	satisfied 1	dissatisfied 2	no opinion 3	not applicable 4
1 availability of the program wanted	☐	☐	☐	☐
2 availability of desired courses at preferred times	☐	☐	☐	☐
3 adequacy of instruction	☐	☐	☐	☐
4 subject content of courses	☐	☐	☐	☐
5 preparation received for chosen occupation	☐	☐	☐	☐
6 laboratory facilities	☐	☐	☐	☐
7 vocational/shop facilities	☐	☐	☐	☐
8 library facilities	☐	☐	☐	☐
9 course or program advising	☐	☐	☐	☐
10 career counselling	☐	☐	☐	☐
11 employment placement services	☐	☐	☐	☐
12 overall quality of program	☐	☐	☐	☐

(60-71)

25. WHEN YOU FIRST ENROLLED, WHAT DID YOU THINK THE JOB OPPORTUNITIES WOULD BE IN THE FIELD FOR WHICH YOU WERE TRAINING? (Check one)

1 ☐ ample jobs available in my own geographical area
2 ☐ ample jobs available, but in another area of B.C.
3 ☐ jobs would be scarce in B.C., but available elsewhere
4 ☐ jobs would be scarce everywhere
5 ☐ I had no opinion at that time

(72)

26. WOULD YOU BE WILLING TO MOVE TO ANOTHER COMMUNITY TO GET A JOB IN THE FIELD FOR WHICH YOU WERE TRAINED? (Check one)

1 ☐ not applicable since I already have a job in my field of training
2 ☐ yes
3 ☐ yes, depending on where
4 ☐ no

(73)

27. WHICH OF THE FOLLOWING STATEMENTS APPLY TO YOU? (Check as many as appropriate)

1 ☐ I plan to take further education in my field of training
2 ☐ I may take the occasional course to keep up-to-date in my field of training
3 ☐ I plan to take further education in areas other than my field of training
4 ☐ I may take the occasional course for general interest but I am basically finished with my post-secondary education
5 ☐ I do not plan to take any further training

(74-78)

28. IF YOUR FUTURE PLANS INCLUDE FURTHER EDUCATION AND/OR TRAINING, WHERE WOULD YOU HOPE TO ENROL? (Check one)

Community College
01 ☐ Camosun
02 ☐ Capilano
03 ☐ Cariboo
04 ☐ Douglas
05 ☐ East Kootenay
06 ☐ Fraser Valley
07 ☐ Kwantlen
08 ☐ Malaspina
09 ☐ New Caledonia
10 ☐ Northern Lights
11 ☐ North Island
12 ☐ Northwest
13 ☐ Okanagan
14 ☐ Selkirk
15 ☐ Vancouver

Institute
21 ☐ B.C.I.T.
22 ☐ Emily Carr
23 ☐ Justice
24 ☐ Marine Training
25 ☐ Open Learning
26 ☐ Pacific Vocational

Public University
31 ☐ Simon Fraser
32 ☐ U.B.C.
33 ☐ U. Victoria

Other B.C.
41 ☐ Columbia College
42 ☐ Lester Pearson
43 ☐ Royal Roads
44 ☐ Trinity Western
45 ☐ Knowledge Network
46 ☐ David Thompson
47 ☐ Other B.C. Inst.

Other Non-B.C.
51 ☐ Alberta
52 ☐ other Canadian province
53 ☐ Washington, U.S.
54 ☐ other U.S. states
55 ☐ outside Canada and U.S.

(79-80)

29. YOUR SEX
1 ☐ male
2 ☐ female

(81)

30. YOUR AGE GROUP
01 ☐ under 18 years
02 ☐ 18 to 19 years
03 ☐ 20 to 24 years
04 ☐ 25 to 29 years
05 ☐ 30 to 34 years
06 ☐ 35 to 44 years
07 ☐ 45 to 54 years
08 ☐ 55 to 64 years
09 ☐ over 64 years

(82-83)

YOUR COMMENTS ARE INVITED: (84)

Thank you for your co-operation. All responses will be kept confidential. Please use the postage-paid return envelope provided.

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